

TYPE 5 CHARTER SCHOOL  
APPLICATION OF

**ALGIERS CHARTER SCHOOL  
ASSOCIATION, INC.**

(Algiers Technology Academy)

## **EXECUTIVE SUMMARY**

1.

The Algiers Charter Schools Association's mission is to prepare every school and every teacher to teach every child, so that all will learn

The Algiers Charter Schools Association (ACSA) proposes to open one additional school in addition to the 8 schools it currently operates. ACSA has tentatively set its school start date as Monday, August 6, 2007. The ACSA is applying for this particular school because it believes that chartering ACSA Technology High School at Henderson will provide the appropriate infrastructure and instructional innovation to improve the educational performance of this school and its students. Additionally, the ACSA keenly understands the immediate need for additional high school seats in New Orleans. However, more importantly, the proposed technology high school will create a high school environment with a focus that engages students and provides a logical progression to both post-secondary institutions and the workplace.

The ACSA Operations staff is dedicated to the premise that our mission is to serve our client schools and their staffs as their principal business process manager. Having our central operations staff take on the large volume of daily business processes (finance, grant support, contracting, facilities/maintenance management, etc.), ACSA relieves the academic staffs of virtually any requirement to conduct routine business matters. Their focus of the schools then can be concentrated on the conduct of their critical primary mission—providing a “world class” education to their student populations. The vision for our current schools, and any we might be privileged to add in the future, is to fix infrastructure problems we can fix immediately (generally health and human safety items) while formulating plans to renovate or reconstruct those schools where it is impractical or not economically feasible to repair.

Should this application be approved, the short-term operational goal for the ACSA Technical High School at Henderson will be to ensure that the facility is fully prepared both operationally and academically to open per the enclosed schedule. Long-term operational goals will follow the pattern ACSA has experienced at all 8 of its other charter schools, that is to open, get started, and conduct detailed studies to determine requirements to move the facility into the 21<sup>st</sup> century with regard to technology, physical plant

The ACSA proposes to open a high school serving grades 9-12 with an approximate enrollment of 400 students (approximately 100 students per grade). The ACSA continues to be in discussions with New Technology Foundation (NTF) but is not currently in a position to sign a memorandum of understanding or letter of intent with NTF for this coming school year.

The core values about teaching and learning for ACSA Technology High School are rooted in the ACSA Building Blocks:

### ***ACSA Building Blocks***

#### ***Building Higher Expectations:***

The ACSA is committed to creating world class schools. ACSA schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the background of students. The ACSA is committed to the implementation of pre and post tests that quantify student academic standing. Students, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior. Rewards include praise and recognition for student achievement to financial incentives for teachers who produce results. Logical consequences for disruptive student behavior are maintained and supported via the Positive Behavioral Interventions and Supports (PBIS) and high quality teaching is supported by one year contracts for all employees in the ACSA.

#### ***Building Community through Open Access:***

Students, their parents, and the faculty of each ACSA school *choose* to participate in the program. Each school maintains an open access policy and all stakeholders must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. The core of each school is centered around those who are there and the fact that they want to be there.

#### ***Building Adult Capacity:***

ACSA Schools know that there are no shortcuts when it comes to success in academics and life. Implementation of the Teacher Advancement Program (TAP) and a three year, job-imbedded professional development plan that helps teachers to be better practitioners will help ACSA professionals to become better at what they do and prepare them to be results oriented.

#### ***Building Leadership:***

The principals of ACSA Schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. ACSA leaders engage in professional development with teachers and with their leadership teams on a regular basis.

### ***Building with the End in Mind:***

ACSA Schools begin with the end in mind by focusing on high student performance on standardized tests and other objective measures. ACSA leaders and teachers work to align daily teaching with the Louisiana Department of Education's Grade Level Expectations (GLEs) and Louisiana Comprehensive Curriculum (LCC). Since the GLEs serve as the building blocks for statewide assessments in Louisiana (GEE, LEAP, and iLEAP), active engagement creates ownership and understanding of curriculum and assessment by ACSA teachers.

ACSA proposes to open and operate this high school as a college preparatory high school with a technology focus. For the first school year, the ACSA would follow a traditional Carnegie unit plan with future plans to follow the recommendations made by the Louisiana High School Redesign Commission. The plan for this high school will be for freshman to follow a typical college prep high school curriculum (English, Social Studies, Math, Science, Physical Education, etc.) with an exploratory elective that will help students decide on a technological 'focus' for the remainder of their career at the high school. This technology-based elective course will allow students to experience technology-based strands that are outlined later in this application.

Research supports the use of technology to support differentiated instruction. Various literature reviews from organizations that focus on supporting the needs of diverse learners.

In particular guidance and research from the following organizations support the formation of course clusters proposed for the technology high school:

- CAST, the Center for Applied Special Technology <http://www.cast.org>, which looks at research and development in Universal Design for Learning.
- The National Center for Technology Innovation (<http://www.nationaltechcenter.org/>)
- Other Regional Consortia such as the work completed by the Regional Technology in Education Consortia (R\*TEC) (<http://rtec.org/>)

In the last fifty years, the average size of high schools has changed from having fewer than 1,000 students to now having over 1,500 students. Research overwhelmingly supports the notion that students in kindergarten through high school are more successful when they attend small schools. In fact, smaller learning environments positively affect grades, test scores, attendance rates, graduation rates, drug and alcohol use, and school safety. Moreover, smaller, more personalized learning structures seem to provide the setting for other high school reforms, perhaps because change is easier to implement in a smaller setting. In *Schools that Work: America's Most Innovative Public Education Programs*, the author suggests that making schools smaller is the first step toward enhancing school conditions and improving student outcomes (1992).

Analysis of various high school reform efforts also underscores "scaling down" as a common contributor for success. Smaller schools can more readily provide students with mentors, tutors and advisors; make learning more meaningful by linking it to life-experiences and community; and provide adequate time and support for mastery of knowledge and skills. The technology-based strands at ACSA Technology High School at Henderson provide a framework congruent with high school reform models.

### **We are proposing two concepts on Small Learning Communities**

Schools-within-schools are small, autonomous programs housed within larger school buildings. Schools-within-schools have their own culture, program, personnel, students, budget and school space. Both students and teachers choose to affiliate with schools-within-schools. And **Career Academies** are "schools-within-schools" organized around career themes. Tech High will be focused around three paths. 1) Business which will include Microsoft Word, Excel, and a finance package. 2) Graphic Design which includes web page design; graphic design, and micro media studio; 3) and Computer Science which includes a certification as a lab tech in computer repair.

The school-within-a school structure supports constructive relationships between and among students and teachers by grouping students together each year to take core courses with the same group of teachers, thus increasing the support students receive.

Most importantly, the coursework that is envisioned for ACSA Technology High School at Henderson is rooted in the Louisiana K-12 Educational Technology Standards have been adapted from the National Educational Technology Standards.

2.

### ENROLLMENT PROJECTION TABLE

NAME OF SCHOOL: ACSA Technology High School at Henderson  
 TYPE: 5

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
PreK					
K					
First					
Second					
Third					
Fourth					
Fifth					
Sixth					
Seventh					
Eighth					
Ninth	100	100-125	100-125	100-125	100-125
Tenth	100	100-125	100-125	100-125	100-125
Eleventh	100	100-125	100-125	100-125	100-125
Twelfth	100	100-125	100-125	100-125	100-125
TOTAL	400	400-500	400-500	400-500	400-500

## EDUCATION PROGRAM

3.

The Algiers Charter Schools Association's mission is to prepare every school and every teacher to teach every child, so that all will learn. The ACSA Building Blocks (see Executive Summary) provides the overall philosophy of its schools. ACSA Technology High School at Henderson will provide an environment that is focused on technology and small learning communities via distinct areas of concentration.

Areas of Concentration		
Business Coursework.	Graphic Design Coursework:	Computer Science Coursework:
1 Keyboarding I & Comp. Lit	1 Keyboarding I & Comp Lit	1 Keyboarding I & Comp Lit
2. Word Processing	2 Desktop Publishing	2. Comp Architecture
3. Comp. Applications	3. Digital Graphics & Web Design	3 Comp. Science I
4 Business Writing	4 Digital Media I	4. Comp. Science II
5. Business Computer Applications II	5 Digital Media II	5. Comp. Science III
		Or
		3. Comp. Systems I
		4. Comp. Systems II
		5. Comp. Systems III

Students who "major" in each area listed above would continue their studies in an institution of higher learning or enter the work force in the basic computer area of their focus

Implementation of this coursework is rooted in the Louisiana K-12 State Educational Technology Standards, which are based on the National Educational Technology Standards and the Louisiana State Content Standards. These technology standards support the beliefs set forth by the state educational technology goal: "All educators and learners will have access to technologies that are effective in improving student achievement." The Louisiana K-12 State Educational Technology Standards parallel the foundation skills and core understandings embodied in the Louisiana Content Standards. Additionally, the standards are designed to reflect the conviction that technology is best understood and taught in a realistic and integrated setting in a variety of curriculum areas. The alignment of the technology standards with the foundation skills provides for such integration across all content areas. Consequently, these standards and the associated performance indicators are to be integrated in all aspects of the curriculum and not taught in isolation, utilizing fully the resources of the classroom, the school, and the community. The technology standards promote the development of technology/information literate students, including those with disabilities, to be self-directed learners, who individually and

collaboratively use technology/information responsibly to create quality products and to be productive citizens. The focus is on learning with information and technology rather than learning about technology. Integration of these standards will be varied and dynamic, reflecting the diversity of instructional and student needs in our schools and districts.

ACSA Technology High School at Henderson will utilize the following Louisiana Educational Technology Standards as a basis in its approach.

- A Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use (6)
- B Make informed choices among technology systems, resources, and services (5,6)
- C Demonstrate knowledge and skills of Internet use and other resources consistent with acceptable use policies including the legal consequences of plagiarism and the need for authenticity in student work through an understanding of copyright issues (5)
- D Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (5)
- E Explain and use advanced terminology, tools, and concepts associated with software applications, telecommunications, and emerging technologies (1,3)
- F Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence) (1,3)
- G Refine knowledge and enhance skills in keyboarding, word processing, desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing and presenting classroom projects (3,6)
- H Collaborate (e.g., desktop conferencing, e-mail, on-line discussions) with peers, experts, and others to compile, synthesize, produce and disseminate information, models, and other creative works (1,2,3,5)
- I Evaluate technology-based options for lifelong learning (4)
- J Use appropriate technology to locate, retrieve, organize, analyze, evaluate, and communicate information for problem solving and decision making (1,2,4)
- K. Evaluate the usage of technology and the processes involved during and upon completion of individual and group projects (2,5)

The high school performance standards have been derived from the K-12 Educational Technology Standards set forth by the Louisiana Department of Education

**1. Technology Communication Tools (*Communication Foundation Skill*)**

- Students use telecommunications to collaborate, publish, and interact with peers, experts and their audiences



- Students use a variety of media and formats to communicate and present information and ideas effectively to multiple audiences

## **2. Technology Problem-Solving and Decision-Making Tools (*Problem Solving Foundation Skill*)**

- Students use appropriate technology resources for solving problems and making informed decisions
- Students employ technology for real world problem solving
- Students evaluate the technology selected, the process, and the final results through the use of informed decision-making skills.

## **3. Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)**

- Students use technology tools to enhance learning, increase productivity, and promote creativity
- Students use productivity tools to work collaboratively in developing technology-rich, authentic, student-centered products

## **4. Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)**

- Students use appropriate technology to locate, evaluate, and collect information from a variety of sources
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks

## **5. Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)**

- Students understand the ethical, cultural, and societal issues related to technology
- Students practice responsible use of technology systems, information, and software
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity

## **6. Basic Operations and Concepts**

- Students demonstrate a sound understanding of the nature and operation of technology systems
- Students are proficient in the use of technology.

To implement the school's program above, the ACSA would initially utilize existing technology equipment at the school, which is currently at a ratio of 1 computer to every 3 students. Additional technology will be purchased as funding is identified.

The ACSA anticipates that this curriculum plan as outlined above will be fully complete by July 2007 for implementation in the 2007-8 school year. Meanwhile, the ACSA is continuing its discussions with NTF over the next few months in an effort to secure an agreement for future years with the necessary financial backing to support the program.

4.

This school will use the Louisiana Comprehensive Curriculum (LCC) that encompasses the Grade Level Expectations. All curriculum programs will enable each student to make continuous and substantial academic achievement. The alignment of all selected instructional resources to the LCC will be documented through the use of the tools provided within the professional development related to the implementation of the LCC.

Specifically, teachers will be provided with an overview of the GLEs and LCC by Louisiana Department of Education staff. Teachers will then utilize subsequent professional development sessions to prioritize GLEs. Next, appropriate LCC activities will be matched to GLEs, creating a curriculum map. Throughout this process, teachers will match teaching resources (textbooks, workbooks, online activities and resources, supplementary materials, etc) with the LCC activities.

Implementation of the Teacher Advancement Program (described in 17b) will provide the long-term, job-embedded support regarding implementation of the LCC.

5.

The schools' target audience will be students interested in instruction in technology education and will self select into the school based on interest and desire to learn about technology or a desire to enter the work force in a technology field. No other form of sorting or selecting will apply to the student population who attend the school. The curriculum of the school will follow the tenets of the state technology standards for grades 9-12 as identified in the Louisiana K-12 Educational technology Standards approved by BESE in February 2003. In addition, students will receive the curriculum appropriate for grades 9-12 as outlined in the Louisiana Comprehensive Curriculum.

An example courses students will take are outlined below

### ACSA Technology High at Henderson

Areas of Concentration		
<b>Business</b> Coursework 6 Keyboarding I & Comp. Lit 7 Word Processing 8. Comp. Applications 9 Business Writing 10 Business Computer Applications II	<b>Graphic Design</b> Coursework 6 Keyboarding I & Comp Lit 7 Desktop Publishing 8 Digital Graphics & Web Design 9 Digital Media I 10 Digital Media II	<b>Computer Science</b> Coursework 6 Keyboarding I & Comp Lit 7 Comp Architecture 8 Comp. Science I 9 Comp. Science II 10 Comp. Science III Or 6. Comp. Systems I 7 Comp Systems II 8 Comp Systems III

6.

Students suspected of functioning like a student with a disability will be screened and evaluated, using appropriate instruments, to determine if accommodations to their learning environment are warranted in order for them to successfully achieve to their fullest potential. This will include, as appropriate, screening for characteristics of dyslexia in accordance with Louisiana Bulletin 1903, dysgraphia, dyscalculia, attention deficit disorder, social/emotional difficulties, medical concerns or other areas of disability as outlined in Section 504 of the Rehabilitation Act of 1973. An Individual Accommodation Plan (IAP) will be developed for all students found to qualify which indicates the suspected disability, accommodations to be provided on an ongoing basis in the classroom, including the provision of a multisensory language program for all students exhibiting characteristics of dyslexia, as outlined in Louisiana Bulletin 1903, and testing accommodations to be provided which are aligned with those provided in the classroom on an ongoing basis. IAPs will be reviewed annually and adjusted as appropriately, and students will be re-evaluated for eligibility for Section 504 accommodations at least every three (3) years. All required parental notifications will be conducted and approvals received before activities are conducted. A Section 504 file will be maintained for each student considered for eligibility which includes copies of all notices, original evaluation documentation, original IAPs, and exit information. This folder will be transferred to subsequent schools as the child moves. A Section 504 file will also be kept by the ACSA 504 Coordinator which includes copies of all IAPs as well as a copy of the district validation form submitted to the Department of Education as required. The school will designate a Section 504 coordinator to work with the ACSA 504 Coordinator to assist school site staff in meeting program and reporting compliance requirements. Upon submission to the ACSA 504 coordinator, IAPs will be reviewed for compliance and returned to the school for correction/revision as needed.

For students requiring more intensive assistance, systematic, data-driven interventions will be designed and implemented in order to identify and address students' specific skill deficits. Data on the effectiveness of interventions will be reviewed and, as appropriate, interventions will be revised and/or redesigned to ensure student success within the general education curriculum and setting. If a variety of ongoing interventions are found to be ineffective for a particular student, even after revision and/or redesign, the student will be referred to the Student Assistance Team (SAT) to consider if it is appropriate for a multidisciplinary evaluation to be completed.

7.

In 2007-2008, Henderson students will perform in the following manner on state assessments

- Each subgroup identified will meet or exceed the state established precise numerical goals (annual measurable objective) for reading and math
- Henderson will meet or exceed the Growth SPS established for them by the Louisiana Department of Education

Additionally, the school leadership team will utilize the LDE school improvement template to address the state's accountability initiatives. The leadership team will attend a series of meetings facilitated by the School Leadership Center of Greater New Orleans. The process (the School Leadership Center Leadership Initiatives [SLCLI]) will be facilitated using resources from the School Leadership Center and the Louisiana Department of Education's Region I Service Center. Three day-long Saturday workshops will be attended by the Henderson leadership team to begin analyzing data and establishing goals, leading to the completion of the school improvement plan.

8.

Effectiveness of instruction will be monitored through ACSA walkthroughs held at least quarterly. These walk throughs are conducted by the ACSA CEO, Chief of Schools, and Director of Curriculum in concert with school administration and teachers. During a walk through the team of observers visit each classroom in a school and identify strengths and weaknesses observed. A plan for corrective actions is agreed upon and implemented by the school leadership.

In addition, the school will participate in the Teacher Advancement Program (TAP). As part of the implementation of the TAP Master teachers will work closely with teachers to improve and adjust instruction to meet the needs of students. Teachers are also part of a cluster team which meets weekly with the master teacher to plan effective lessons and learn new techniques of instruction. Master teachers observe in classrooms a high percentage of their day, offering technical assistance and guidance to teachers every day.

Effectiveness of instruction will be measured as described above on a regular basis through year 5 of existence. In addition the school will analyze student data from standardized testing results each year in order to gauge effectiveness of curriculum and instructional methods utilized, and to make adjustments to meet the needs of students attending the school.

9a.

A free appropriate public education will be provided to all exceptional students enrolled in the school. If an enrolled student has a current IEP from out of state, comparable services will be provided until such time as a Louisiana IEP and/or, as appropriate, a Bulletin 1508 compliant evaluation is completed. If an enrolled student has a documented low-incidence disability, an interim IEP will be conducted if necessary and a multidisciplinary evaluation conducted. If an enrolled student has a current multidisciplinary evaluation from out-of-state or a private evaluation but no current IEP, the evaluation will be reviewed by a qualified pupil appraisal staff member employed or contracted by ACSA to determine if it is compliant with Louisiana Bulletin 1508 guidelines. If the evaluation is found to be compliant, an IEP will be developed and services will be offered. If the evaluation does not meet Louisiana Bulletin 1508 guidelines, systematic, data-driven interventions will be designed and implemented and, if deemed appropriate, the student will be referred to the school's Student Assistance Team (SAT) for initiation of a multidisciplinary evaluation.

All evaluation activities shall be carried out in accordance with guidelines set forth in Louisiana Bulletin 1508. All original documentation regarding a student's evaluation process will be kept in the student's special education file maintained by the ACSA Special Education Manager. A copy will be kept in the student's cumulative file at the school. All pupil appraisal activities will be supervised and appropriate documentation kept by the Exceptional Student Services Specialist employed by ACSA, under the direction of the Director of Exceptional Student Services. The school shall form a school site Student Assistance Team (SAT), also known as the School Building Level Committee (SBLC), and appoint a SAT chairperson. The SAT will be comprised of the parent, the principal/designee, the student's regular classroom teacher, the special education teacher, if applicable, and/or the referring teacher (if different), the school-site special education coordinator and the SAT chairperson. The SAT may also include, as appropriate, a speech therapist, school counselor, support and appraisal representative, school nurse, social worker, and any other appropriate school site staff. The SAT shall be the vehicle for assessing the need for, identifying and evaluating the effectiveness of Tier 1 and Tier 2 intervention services and, when appropriate, for initiating the initial evaluation process to determine the need for special education services. A direct request for an individual evaluation of an enrolled student from sources other than the SAT will be referred to the SAT for the collection of required screening information and completion of pre-referral academic and/or social/emotional interventions. Re-evaluations will be conducted for all identified students at least every three years as required by law and more frequently if appropriate.

An individualized education program (IEP) which meets the requirements of LA-R S. 17:1945(C)(2) and Louisiana Bulletin 1530 will be developed for all enrolled students identified as having a disability using Louisiana state-approved



forms IEPs will be updated at least annually, more often as appropriate, for all students with a current multidisciplinary evaluation which meets the requirements set forth in LA-R.S 17:1945 and Louisiana Bulletin 1508 Full and effective notice will be provided to parents in accordance with Louisiana law This notice will include the date, time and location of the scheduled IEP meeting, the purpose of the meeting, a list of other individuals invited to the meeting, and the name and phone number of a contact person should the parent have any questions or concerns. Copies of the full and effective notice will be kept in both the student's cumulative file at the school and in his/her central office special education file An IEP due process checklist will be completed for each IEP attempted, documenting all notices given to parents and the resulting responses, participants invited, and the outcome of the IEP meeting, The original copy of the IEP and due process checklist will be kept in the student's central office special education file, a copy given to the parent, and a copy placed in the student's school file

The IEP committee will be appropriately constituted and include the student, as appropriate, the parent(s) or legal guardian(s), the student's special education teacher or service provider, if applicable, a regular education teacher as appropriate, related service providers as appropriate, the evaluation coordinator in the case of re-evaluation IEPs, adult agency representative(s) addressing post-secondary planning, if applicable and available, and the Officially Designated Representative (ODR) The ACSA Director of Exceptional Student Services is the Officially Designated Representative of the Algiers Charter Schools Association for the purpose of IEP development and implementation. The following individuals may serve as the ODR designee the ACSA Exceptional Student Services Specialist, the school-site special education chairperson, the school site principal, the school site assistant principal, the ACSA Gifted Manager and the ACSA Special Education Master Teachers Students age 14 years or older will be required to attend the IEP conference If an IEP committee member is unable to attend, he/she shall provide to the ODR or student's teacher a draft of current performance, goals and, if applicable, objectives, as well as methods of measurement of achievement to be considered in the development of the IEP Written parental consent will be obtained if an IEP committee member is excused )

IEP goals and objectives for students participating in the general statewide assessment program (LEAP 21, iLEAP, GEE) will be based upon the Louisiana Content Standards and Grade-Level Expectations (GLEs), with appropriate instructional modifications and accommodations noted IEP goals and objectives for students participating in LEAP Alternate Assessment, Level 1 (LAA 1) will focus on the most basic components, or critical functions, of the Louisiana Content Standards For students participating in LEAP Alternate Assessment, Level 2 (LAA2), IEP goals and objectives will focus on Content Standards and GLEs at the student's functioning grade level, as well as those skills and

standards necessary for the student's success at the enrolled grade level to the maximum extent possible

IEPs will be reviewed at least annually for compliance and returned to school site staff for correction. IEP compliance reviews will be completed by the ACSA Special Education Manager and/or the ACSA Special Education Specialist. Documentation of this annual review will be maintained by ACSA. Professional development will be provided annually for all special education teachers and school-site ODRs regarding the IEP process.

Instruction of exceptional children will take place in the general education classroom, in a resource room setting, and/or in a self-contained or combination self-contained special education classroom as determined by each student's IEP. The school will develop its own inclusion plan, tailored to meet the needs of its disabled students within its unique program. Class size limits will, at minimum, comply with requirements set forth in Bulletin 1706, and, whenever possible, will be lower than those required. Related services required by a student's IEP will be provided by itinerant or school-site staff employed or contracted by ACSA, including one or more speech therapists, occupational therapists, physical therapists and adapted physical education teachers. The need for orientation/mobility services will be provided through contracted services as needed. Additionally, a nurse coordinator employed by ACSA will provide services to the school to ensure the safety of students with significant health issues, to assist in the development and implementation of Individual Health Plans (IHPs) and IEPs for such students, and to assist parents in understanding how their child's medical condition affects their educational program. Based upon the needs of enrolled exceptional students, teachers holding appropriate Louisiana certification and paraeducators meeting NCLB standards will be employed to meet the needs of disabled and gifted students enrolled in the school.

**9b.**

Exceptional students, along with their parents, will be involved in the development of and decisions regarding their IEP to the greatest extent possible. All exceptional students and their parent/guardian shall be invited and encouraged to attend and fully participate in all IEP meetings via full and effective notice. Students and parents will be given ample opportunity to contribute to and comment on all aspects of the IEP as it is being developed. As outlined in Louisiana Bulletin 1706, parents shall be given full access to review their exceptional child's special education records upon request and to participate in all meetings with respect to the identification, evaluation and placement of their child. ACSA and school-site special education staff will attempt to resolve any and all concerns regarding the development and implementation of an exceptional student's evaluation and/or IEP through open and ongoing communication among all involved parties. Disputes that are not resolved shall

be subject to complaint management, mediation or a due process hearing as outlined in Louisiana Bulletin 1706

Parents are considered by ACSA to be integral members of their child's instructional team and will be informed regarding their child's progress on annual IEP goals and in the general curriculum according to the same timelines as general education students. IEP progress reports addressing progress on IEP goals, and objectives, if required, will be completed and provided to parents each quarter. Report cards will be issued according to the same timelines as general education students. For exceptional students being served by both special and general education teachers, the grade for each subject will be given by the teacher providing instruction in that subject. If more than one teacher provides instruction in a subject area, the teachers will jointly determine the student's grade. Parents will be encouraged to maintain an open line of communication with their child's teacher(s) and to participate in and to be proactive in supporting their child's education to the fullest extent possible via telephone calls, written communication, parent/teacher conferences, PTO participation, volunteer work, and homework assistance.

**9c.**

Students with disabilities enrolled in the Technology High School will be screened for eligibility for participation in an Extended School Year Program (ESYP) in accordance with Louisiana Extended School Year Handbook guidelines. Screening and related documentation will be reviewed for compliance by the Director of Exceptional Student Services, the Exceptional Student Services Specialist or the ACSA Special Education Master Teachers. ESYP services will be provided directly by ACSA or through shared service agreement(s) with the Recovery School District and/or other local school district or charter school. Transportation will be provided at no cost to students. The length of the ESYP day and overall program length shall be determined individually for each student found to be eligible based upon screening data and the student's ESYP IEP. Feedback will be provided to parents at the end of the program via a progress report regarding those specific skills addressed during ESYP.

10a-c.

As required by federal law schools receiving funds under Title III, English Language Acquisition Program, ACSA's goals are to implement the English proficiency standards based on the four domains of speaking, reading, writing and listening. We will ensure that limited English proficient (LEP) children attain English proficiency, develop high levels of academic competence in English, and meet the same challenging State academic competence in content areas that all children are expected to meet.

Title III will also require ACSA to use a language instruction curriculum that is tied to scientifically based research on teaching ELLs and that has been demonstrated to be effective. ESL teachers will determine the method that will be used to provide instruction leading to increases in English proficiency and academic achievement. Additionally, upon the receipt of Title III funding ACSA will acquire the certification that all teachers in any language instruction educational program for ELLs are proficient in written and oral communication in English and any other language used for instruction.

For secondary instruction at Henderson High School, content courses will be simplified according to an English Learners' English proficiency level, and teachers will provide concreteness by using graphic materials. The evaluation process will be made by the degree of successful mastery of the state's *Grade-Level Expectations* and other assessments. These evaluations will be developed according to the student's English proficiency by the screening assessments used. Louisiana's *English Language Development Standards* and the *Grade-Level Expectations* and the *Comprehensive Curriculum* will be used in the development of instruction and assessment. ACSA will provide ongoing professional development for ESL teachers as it does for all instructional staff.

As indicated in "Louisiana Guidelines for Identification and Instruction of English Language Learners with Disabilities", assessment and other evaluation materials used to assess the child under Part B of IDEA will be selected and administered so as not to be discriminatory on a racial or cultural basis, will be provided and administered in the language and form most likely to yield accurate information regarding the student's developmental and academic functioning levels, unless it is not feasible to so provide or administer; materials and procedures used to assess a child with limited English proficiency will be selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills. Students will be assessed in their primary language whenever possible, with the assistance of an interpreter as necessary and available, if it is not feasible to conduct evaluation activities in the student's primary language or through the use of an interpreter because of true lack of resources, non-verbal measures of ability will be used.

For an identified special education student whose primary language is not English, a comment to that effect will be included in the General Student Information Page of the student's IEP. A comment will also be entered on the Program/Services page indicating that the student will be referred to the appropriate LEP staff to determine if the student qualifies for services. The Students' IEP teacher of record will be responsible for making this referral. The members of the IEP Team will be the best and most informed group to discuss and make decisions regarding the accommodations made available to LEP students. Just as members of the team determine what accommodations are necessary for any student with a disability, they will do the same with appropriate representation, for LEP students with disabilities.

## 11.

The Stewart B McKinney Homeless Assistance Act (P.L. 100-645) defines a homeless individual as "one who lacks a fixed, regular and adequate nighttime residence and/or who has a primary nighttime residence that is a short-term or transitional shelter or a place not designed for or ordinarily used as regular sleeping accommodation for human beings." The social worker at Schwarz New Technology High will act as a contact person, outreach worker and advocate for homeless and highly mobile families and youth. The services that will be provided by ASCA for homeless students will be designed to address the problems of homeless students such as enrolling, attending and succeeding in school. These services will ensure that each homeless child will have an equal access to the same free, appropriate public education as non-homeless children. As such, the social worker will engage in the following activities that will assist the homeless student population:

- Identify local service providers (shelters, food banks, community agencies) and print a contact sheet for newly arriving families. Attend local homeless coalition meetings or other advisory groups where the needs of area homeless people are discussed.
- Print brochures and posters to inform parents and youth of their right to public education, even if they don't have an address (samples are available from LDE), and to provide contact information for assistance with school enrollment and attendance. Distribute printed material at shelters, food banks, Laundromats, weekly rates motels, etc.
- Collect clothing, shoes, school supplies, hygiene products and other goods through donations and distribute to students and families in need. Try to locate sources for new items, instead of only collecting used goods.
- Strive to make newly arriving families and youth feel welcome at school and in your community, even if you know they are not planning to be in the area very long.
- Realize that homeless families may not have money for school supplies, field trips, lunch, or snacks--perhaps an adoptive parent or person could help with expenses.
- Realize that homeless children are in crisis and need a lot of love and positive attention to deal with their difficult experiences.
- Set up a buddy system to make the homeless student feel more comfortable about this sudden change and difficult transition. Making friends is difficult for many children as well as adults.
- Be patient with homeless children, knowing that they are not quick to trust adults. Many of these children have been let down by adults and in serious cases have witnessed their parents fighting and perhaps being beaten or battered severely.

The following criteria will assist in the identification of homeless children

- Children living in “doubled-up” accommodations due to loss of housing or similar circumstances which force them to share housing
- Children placed in motels for lack of shelter spaces
- Children placed in foster homes for lack of shelter space
- Migratory children staying in accommodations which are unfit for habitation
- Living in emergency or transitional shelters
- Awaiting foster care placement

Those students who have been identified as homeless and part of the McKinney-Vento Homeless Education Program will generate a funding source for which the funds will provide additional services. As stated, ACSA will use those allocated funds to assist homeless students in enrolling, attending, and succeeding in school. In particular ACSA will use these funds to support the following activities:

- Tutoring, supplemental instruction. And other educational services that help homeless students to reach the same challenging State content
- Expedited evaluations of eligible students to measure their strengths and needs. These evaluations will be done as soon as possible to ensure that a gap in the provision of necessary services does not occur.
- Programs and activities designed to raise awareness among educators and student services personnel of the rights of homeless students and the special needs these students have as a result of their homelessness

12.

Screening of enrolled students who are suspected of being gifted will be conducted by a certified teacher employed by ACSA using appropriate screening instruments and techniques. If screening results indicate that a child may benefit from gifted services, the student will be referred to the Student Assistance Team to begin the evaluation process. Evaluations will be conducted in accordance with Louisiana Bulletin 1508 requirements by qualified staff either employed or contracted by ACSA. Screening of enrolled students who are suspected of being talented in the arts (visual arts, theater, or music) will be conducted by a teacher employed or contracted by ACSA who is certified in the suspected area of talent. If screening results indicate that a child may benefit from talented in the arts services, the student will be referred to the Student Assistance Team to begin the evaluation process. In accordance with Louisiana Bulletin 1508 requirements, such students will be evaluated by personnel identified as qualified by the Louisiana Department of Education. For any student found to be eligible, services shall be provided by qualified staff employed or contracted by ACSA. ACSA shall also employ a gifted manager to assist the Director of Exceptional Student Services in overseeing the gifted/talented program and ensuring compliance with regulations set forth in Part B of Louisiana Bulletin 1706.



**13a.**

CompassLearning Odyssey Secondary is a browser-based assessment and individualized prescriptive remediation program that will be utilized for benchmark testing. The assessment correlates to Louisiana's Grade Level Expectations, thus supporting implementation of the Louisiana Comprehensive Curriculum. Benchmark tests will be utilized throughout the school year in order to track student learning and to adjust instruction when necessary. The benchmark data will be used for data-driven decision making that occurs during daily TAP cluster meetings (see 17).

**13b.**

One of the most powerful tools we have in education is the use of data. Data-driven decision – making is about schools gathering data to understand if they are meeting their purpose and vision. Data will be used to discuss the ideas and strategies for student achievement as will school level data be used to drive all aspects of the instructional program from strategies to assessment. When analyzed school data may show student groups that may need more assistance or academic intervention to achieve student success. This student achievement will occur when schools analyze student performance data and develop a plan of action on that analysis. Additionally data will be used to develop and implement a professional development plan to prepare teachers to assist students. The data notebook which is part of the School Improvement Process will “house” the school data. All school wide and student achievement goals and objectives will be developed from this data source by all stakeholders. More specifically, data will assist the Henderson staff to

- Measure student progress
- Make sure that students do not fall through the cracks
- Measure program effectiveness
- Assess instructional effectiveness
- Guide curriculum development
- Allocate resources wisely
- Promote accountability
- Maintain educational focus
- Show educational trends
- Incorporate strategies based on scientifically-based research that will strengthen academic student success
- Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students (economically disadvantaged students, students from major racial and ethnic groups; students with disabilities, and students with limited English proficiency) enrolled in the school will experience academic success.

- Make decisions in the area of professional development that will provide teachers the training and support they need to assist students
- Establish specific annual, measurable objectives for continuous and substantial progress of each group of students that will ensure student success
- Help in the identification of students to incorporate, as appropriate, activities designed to promote student achievement through the extended day process

Student achievement is measured by indicators other than academic attainment. This includes "softer" measurements. Qualitative measurements that will allow the administration and staff to obtain information to provide other "quality of life" information in the areas of

- Job skills and preparation
- Citizenship (volunteerism)
- Appreciation of art
- Development of character and values
- Healthy lifestyle

#### **13c.**

The need for and identification of appropriate instructional and testing accommodations for students with exceptionalities will be addressed via the IEP process. Appropriate accommodations will be identified on the accommodations page of the IEP and the student's participation in LEAP will be identified on the program services page of the IEP as required. Documentation will be kept in the student's IEP file and in the ACSA ESS central office regarding qualification or non-qualification for participation in Louisiana Alternate Assessment Level 1 or Louisiana Alternate Assessment Level 2, as appropriate. Information regarding the need for specialized testing materials (i.e., Braille, large print materials, etc.) will be provided to the Recovery School District and/or the Louisiana Department of Education upon request. Individual Accommodation Plans will be developed as needed for gifted/talented students who do not additionally qualify for a disabled exceptionality. Students with disabilities will participate in any additional assessment programs administered by ACSA to the same extent as their non-disabled peers. Accommodations on such assessments will be provided as outlined in their IEPs.

#### **13d.**

The data management provided by CompassLearning includes student and class achievement reports that support data-driven decision making and promote easy monitoring of student progress.

The data will be utilized during weekly TAP cluster meetings as a focal point of discussion. One of the most important techniques in raising student achievement is the strategic use of the many levels and types of assessments. Schools use the three levels of assessment to drive the activities of the Ongoing Applied Professional Development activities:

- 1) State/District Assessments – measure annual growth and point the school in a direction of possible instructional needs.
- 2) School or Benchmark Assessments – common assessments within a grade level or cluster team serve as in-process measures of growth and point the school in the direction of more specific learning needs (CompassLearning)
- 3) Teacher Made Assessments – serve as frequent sources of information regarding specific instructional needs

Process for using assessment to improve teaching and learning

At the beginning of a cycle.

- Master teachers and administrators examine state and/or district assessment data, disaggregate the data by subgroups and identify the major areas of need for instruction
- Master teachers and administrators identify and prioritize specific areas of need and develop pre/post assessments to drive the work of cluster groups

Throughout each cycle:

- Teachers use formative assessments (i.e. anecdotal notes, quizzes, oral responses, parts of a project, tests) in order to guide the need for additional learning and modifications

At the end of each cycle

- Leadership team members and teachers analyze results from the post-test data, reflect on successes, and discern necessary “next steps.” This could mean an adjustment to the school plan if the next area of need that was identified at the beginning of the school year is no longer the area of greatest need for the next cycle

**13e.**

The collection of the assessment data will be facilitated via the ACSA Director of Information Technology. Analysis of the data will be conducted during TAP cluster meetings, which are facilitated by Master teachers utilizing the process outlined in question 13d

14.

The ACSA Technology School at Henderson will utilize the Louisiana School Improvement Plan process to develop and implement a corrective action plan as necessary and determined by the state accountability system in the event that student performance does not meet projected goals. The LA SIP process includes the use of LANA, analysis of data, triangulation of strengths and weaknesses and effective goal setting practices. The school will then write a School Improvement Plan to address the goals for improvement identified by the school leadership team.

15.

ACSA Technology High School at Henderson will administer benchmark tests on a regular interval (at least twice a year) to monitor progress of students in content courses. The benchmark tests will be used by teachers to plan and adjust instruction to meet the needs of students attending the school. Results from benchmark tests will also be available to students and parents.

Performance in grade level course performance will be reported in progress reports and report cards that will be produced at regular, appropriate intervals during the year. Report cards will be available to students and parents when they are produced. Also, an online portal via The Tyler Education Management System (TEMS) student information system will be provided to parents.

For each grade level and course, the school will compile the average Grade Point Average in order to monitor student overall performance with each quarter. The average GPA score will be used by the school to adjust rigor of the course offered, and to meet performance needs of students taking the course. In addition, the passing rates of courses will be monitored in order to plan and adjust instruction to meet the needs of students.

Community members will be informed of the progress of students through community forums and meetings of the school Parent Organization. These meetings will be held on a regular basis with a minimum meeting rate of once a quarter.

A report will be presented to the Algiers Charter Schools Association Board of Trustees twice a year on the progress of the school. This report will be available to the Louisiana Board of Secondary and Elementary Education on a request basis and will be available to the general public if requested.

At the conclusion of each semester, Henderson will report the following data to parent of pupils enrolled in the school, the community, the local school board and the state board the following information:

- Academic pre and/or post data
- Summary of certified/highly qualified teachers
- Attendance and dropout data
- Class size
- Enrollment
- Financial budget report

This summary will be shared in the following manner:

- Letters sent home to parents of pupils enrolled in the school
- Summary posted on the ACSA website
- Summary shared at community forums

- Summary delivered to local school board
- Summary delivered to state board

16.

The graduating students at ACSA Technology High School at Henderson will be required to meet the minimum requirements set by the Louisiana Board of Elementary and Secondary Education for earning a high school diploma as defined in Bulletin 741, Chapter 23, Section 2319. Each student will be required to pass both the math and English Language Arts parts of the GEE, and either the social studies or science part of the GEE

In addition, ACSA Technology High School students must successfully complete the following:

- Service Learning/Internship
- Digital Media I
- Five Computer Applications competencies: Word, Excel, Access, PowerPoint, Keyboarding
- A web based/digital portfolio
- A third mathematics course (Higher level than Algebra I)
- American Studies and Political Studies

**17a.**

Dr Brian Riedlinger serves as the lead person for the ACSA who is responsible for developing, implementing and evaluating the professional development plan

**17b.**

Five days will be designated prior to the opening of school to conduct professional development. Additionally, job-embedded professional development will occur throughout the school year.

The core component of the ACSA's Professional development plan is centered around the implementation of the Louisiana Department of Education's Teacher Advancement Program (TAP). TAP is an original initiative of the Milken Family Foundation based in Santa Monica, California ([www.mff.org](http://www.mff.org)). TAP facilitates and supports the professional development of teachers, provides opportunities to learn the most effective teaching strategies, and holds them accountable for their classroom performance.

Core components of TAP include

- 1 Multiple Career Paths
- 2 Instructionally-focused Accountability
- 3 Ongoing Applied Professional Growth
- 4 Performance-based Compensation

In addressing professional development in the ACSA, TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers so they can constantly improve the quality of their instruction and hence, increase their students' academic achievement. Essentially, data-driven, job-embedded professional development occurs on a daily basis through the TAP model.

ACSA schools apply to participate in the Teacher Advancement Program during their first year and implement the program during year 2 (the program continues in years thereafter). Training for the six schools currently operating in the ACSA is scheduled for June 12-16 and involves the master teachers, mentor teachers, principals, and assistant principals of each school.

An essential component of TAP is the utilization of specific student and teaching data as a catalyst for improved instruction. Teacher observations occur throughout implementation of TAP (see response to next bullet) and are grounded by a strict level of calibration that occurs during TAP training, which is provided via the Louisiana Department of Education in a collaborative effort with the Milken Family Foundation (Teddy Broussard is the LDE contact).



Additionally, all ACSA schools participate in a collaborative effort that trains school staff in the use of data to improve instruction and to develop action plans that address the individual needs of each school. The School Leadership Center of Greater New Orleans, in conjunction with the Louisiana Department of Education Region I Service Center, host and facilitate a series of Leadership Initiative workshops that is attended by the leadership team of each school. Specifically, leadership teams study school data (LEAP, GEE, iLEAP, and pre/post test results) to determine areas of strengths and weaknesses that are to be addressed in the School Improvement Plan of each school. Gayle Miller, the Louisiana Department of Education's Region I Director, along with Region I staffers, provide accountability updates and instruct members of each leadership team how to address school goals utilizing the latest Louisiana Department of Education's School Improvement Plan template.

*This series of workshops occurs quarterly on a Saturday from 9:00 to 3:00, allowing time for school leadership teams to work collaboratively with the leadership teams from other ACSA schools to address school improvement goals and to analyze data with the assistance of staff from the School Leadership Center of Greater New Orleans and the Louisiana Department of Education.*

Additionally, the Louisiana Department of Education's Region I Service Center will provide the following training to ACSA schools:

- LANA (Louisiana Needs Assessment) Training
  - 12 hours that target ACSA office staff, Site-based administrators, and School Improvement Team Leaders
  - Provides training in the process of data collection and analysis using Louisiana Department of Education electronic instruments to assess strengths and weaknesses for more informed decision making in the school improvement process
- DIG (Degree of Implementation) Training
  - 8 hours that target ACSA office staff, Site-based administrators, and School Improvement Team Leaders
  - Provides training in the process of measuring the degree of implementation and impact of strategies and activities included in the school improvement plan
- E-Grants (Consolidated Application) Training
  - 8 hours that target ACSA office staff, Site-based administrators, and School Improvement Team Leaders
  - Provides training by the Louisiana Department of Education in aligning School Improvement, Title I, Federal Programs, and Special Education funding with school improvement plans

The ACSA has partnered with the Louisiana Department of Education's Region I Service Center to provide training as outlined.

The proposed professional development for members of the high school teachers in the technology school will target computer and application training. Specifically, teachers at the technology high school will be certified in their areas of content. A two-year plan for technology-based training has been developed as the first phase of training.

- Year 1
  - First half of year Basic computer and application training facilitated by school administration, Rich Valerga (ACSA IT Director), Kevin Gutterrez (ACSA Director of Curriculum)
  - Second half of year Certification training (Cisco, CCNA, Certified Microsoft User)
- Year 2
  - Full subject matter integration
  - Cross grade projects
  - Senior/Junior Student mentor training(All via technology vendor specific trainers or training schools)

**17c.**

ACSA is committed to educating students with disabilities within the general education classroom to the fullest extent possible, while at the same time, recognizing that exceptional students often present special challenges requiring varied strategies and, in some instances, settings. Professional development and technical assistance in design and implementation of inclusive education practices will be provided to teachers of both disabled and non-disabled students to enable all students to receive maximum benefit in whichever setting is most appropriate. ESS staff will provide ongoing professional development, targeted in-class technical assistance and follow-up to all teachers of exceptional students in order to ensure that high quality instruction occurs in all classrooms and that the unique needs of each exceptional student are addressed. An ESS/TAP Master Teacher will provide technical assistance and strategies to general education staff as appropriate to maximize opportunity for exceptional students to achieve optimal success within the general education curriculum.

Additionally, both ESS staff and the general education staff will participate in professional development opportunities outlined in 17b together.

**17d.**

The PD program outlined in 17c supports implementation of the Louisiana Comprehensive Curriculum as well as the school's technology strand.

**17e.**

The ACSA will utilize a self-assessment rooted by the NSDC Standards for Staff Development. The results of the survey will provide feedback regarding the context, process, and content of professional development and allow appropriate changes to be made for future sessions

18a.

ACSA Enrollment Policy taken from page 1 of the ACSA Student Handbook is as follows

**General Eligibility**

The board or its designee shall admit into the schools of the Algiers Charter Schools Association all persons who are at least five and under 21 years of age on September 1 of any school year in which admission is sought if any of the following conditions exist

- 1 The person and either parent reside in the Parish of Orleans
- 2 The person and his/her guardian or other person having lawful control under an order of court resides in the Parish of Orleans
3. The person is under the age of 18 and has established a separate residence apart from his/her parent, guardian, or other person having lawful control under an order of a court and has established that the person's presence in the district is not for the primary purpose of participation in extracurricular activities The board is NOT required to admit such a person, however, if the person has
  - a Engaged in conduct that resulted in removal to an alternative program or expulsion within the preceding year,
  - b Engaged in delinquent conduct or conduct indicating a need for supervision and is on probation or other conditional release for that conduct, or
  - c Been convicted of a criminal offense and is on probation or other conditional release
- 2 The person is a homeless child
  - a A child is "homeless" under the McKinney-Vento Homeless Education Act, if the child lacks a fixed, regular, and adequate nighttime residence This includes
    - (1) Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason, are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative or adequate accommodations, are living in emergency or transitional shelters, are abandoned in hospitals, or are waiting for foster care placement
    - (2) Children who have a primary nighttime residence that is a public or private place not designed or ordinarily used as a regular sleeping accommodation for human beings, Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings "

18b.

Dates for the application period for ACSA Technology High School at Henderson would be from June 4, 2007 until July 6, 2007.

**18c.**

If the number of students exceeds the available seats in the school, a lottery would be held on July 9, 2007. Results of that lottery will be posted by 4.00 pm of that same day. Students not selected for admission would be given a place on the waiting list, and would be notified as spots at the school became available.

**18d**

The ACSA plans to begin notifying students and community members beginning in December 2006 of its application for Henderson. Information will be distributed through school newsletters, community forums and the ACSA website ([www.algierscharterschools.org](http://www.algierscharterschools.org)). The ACSA plans to send out mailers as well as post signs in heavy traffic areas throughout the registration period.

**18e.**

Please see Appendix A

19.

Proposed school Calendar

First Day of School	August 6, 2007
School Day End Time	3 30 pm
Hours in school Day	6
Number of instructional minutes per day	360
Number of Instructional School Days per year	177
Number of Before School hours devoted to academics	0
Number of After School hours devoted to academics	0
Number of days devoted to staff development during the school year	10
Number of days devoted to staff development prior to school opening	5

First Day for Teachers. July 30th  
 First Day of School August 6  
 Labor Day Holiday. September 7  
 End of First Quarter October 4  
 Begin 2<sup>nd</sup> Quarter October 8  
 Thanksgiving Holiday November 19 – 23  
 End of 2<sup>nd</sup> Quarter December 14  
 Begin 2<sup>nd</sup> Quarter December 17  
 Winter Holiday December 24 – January 2<sup>nd</sup>  
 Martin Luther King Holiday. January 21  
 Mardi Gras Holiday February 4-6  
 End of 3<sup>rd</sup> Quarter March 3  
 Begin 4<sup>th</sup> Quarter March 4  
 Spring Break March 20- 25  
 End of 4<sup>th</sup> Quarter May 9  
 Last Student attendance day May 9  
 Last Day for Teachers May16

School Take in time 8 30 am  
 Beginning of instructional day 8 50 am  
 Lunch periods 30 minutes per session  
 Dismissal 3 30 pm

**20a.**

The Algiers Charter Schools would continue its proven strategy of cultivating strong leadership from the position of principal, and letting that person drive the development of the school's culture. It is the belief of the ACSA that school climates and cultures are reflective primarily of the adults working within the schools and that if we are successful in selecting teachers and administrators who share our common goals of empowering students and families, developing discipline in the classroom and the extended learning environment, and giving our employees a shared stake in the achievement of their schools, then the school will be successful.

The ACSA has developed a strong student code of conduct that is based on mutual respect and has implemented Positive Behavior Support specialists in all of its schools. These tools would be at the disposal of the ACSA Technology High School. Tech High would also benefit from the ACSA's record of working with locally and nationally recognized after school programs to meet the various recreational and academic needs of our students. Students at Tech High would also be eligible to tryout for athletic teams at the two other ACSA high schools.

**20b.**

From the ACSA Student Handbook, Section III pages 3-4

**DRESS CODE**

It is the belief of the Algiers Charter Schools Association that student behavior is influenced by student dress and grooming. In order to help ensure proper and acceptable behavior by students, the ACSA has established certain guidelines to aid parents and students in selecting the proper attire for school wear.

Final determination of acceptable dress and grooming rests with the principal or his/her designee.

1. Shorts and skorts may be worn at the elementary school level. In grades three through five, they should be no more than four inches above the kneecap. Shorts and skorts are prohibited in grades six through twelve.
2. Torn, tattered, unhemmed clothing will not be allowed.
3. In grades three through twelve, skirts, dresses, and culottes must be no more than four inches above the top of the kneecap. There should not be a cut or slit in the clothing that extends beyond the four inch limit. This applies to all school uniforms.
4. Appropriate footwear must be worn. There will be no flip-flops or open-backed shoes permitted for students.
5. Hair must be neat and clean. Unconventional colored, multi-colored or spiked or Mohawk hair styles are not permitted.
6. Headwear must not be worn in buildings and will be confiscated by teachers, administrators or staff.

7 Any clothes that are suggestive or indecent or which cause distraction are not acceptable. Specifically oversized clothing, tank tops, muscle shirts, halter tops, spaghetti straps, exposed backs or midriffs, and see-through garments are not permitted.

8 Indecent/inappropriate patches, writings, or drawings on clothing are prohibited.

9 All pants are to be full length and worn at the waist (no "sagging" or "bagging"). Tight fitting pants (tights, Spandex, bicycle pants) are also prohibited. Cut-offs and intentionally frayed pants are also prohibited. All young men should wear belts and their shirts should be tucked in at all times.

10 Body piercing jewelry is prohibited except for rings, studs or other traditional jewelry worn in the ear. Tongue rings and tongue studs are not permitted.

Individual schools may require school uniforms. Parents should contact the administration of their child's school for details regarding the specific information on dress requirements. Students who attend schools requiring uniforms should follow their specific campus standardized dress code."

Students unable to afford uniforms are asked to contact their schools social worker and arrangements are made to meet that child's need.



21.

Discipline policies and procedures regarding students who have or are suspected of having a disability follow regulations set forth in IDEA and Louisiana Bulletin 1706. All such students and their parents will be afforded all procedural safeguards and due process rights as required by law. ACSA discipline policies and procedures for students having or suspected of having a disability will comply with federal legislation (IDEA 2004) and will be updated and revised as revisions are made to Louisiana Bulletin 1706 reflecting changes in the federal law. Such students will be subject to the same discipline policies as non-disabled students and in accordance with regulations set forth in IDEA and Louisiana Bulletin 1706 regarding provision of free appropriate public education (FAPE), placement in the least restrictive environment (LRE), development of a functional behavior assessment (FBA), and implementation of a behavior intervention plan (BIP) and the student's IEP. Such students shall not be suspended for more than a total of ten (10) days within a school year without educational services. The following discipline procedures shall be implemented with regard to students who have or who are suspected of having a disability:

For any student who has or is suspected of having a disability, and who is suspended because of a behavioral infraction, a written notice of disciplinary action shall be completed and disseminated within 24 hours by the school principal to the parent and to the ACSA Director of Exceptional Student Services. Within ten (10) days after the first suspension, a FBA will be conducted and a BIP developed and implemented. Within ten (10) days after the second suspension, the BIP and IEP will be reviewed and revised as appropriate. Once the total number of days of suspension reaches ten (10), the IEP committee will meet to review all relevant data and information and to conduct a manifestation determination. In all cases, either the ACSA Director of Exceptional Student Services or the Exceptional Student Services Specialist will participate in the IEP meeting. If the IEP committee determines, in accordance with state and federal regulations, that the student's behavior was a manifestation of his/her disability, the BIP will be modified as necessary and the student will be returned to his/her original placement, unless the parent and ACSA agree to a change in placement as part of the modification of the BIP. If the IEP committee determines, in accordance with state and federal regulations, that the behavior that gave rise to the violation of the school code is not a manifestation of the student's disability, ACSA may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to a student without a disability, except that a free appropriate public education (FAPE) will be provided, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to receive, as appropriate, a FBA and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

In accordance with IDEA, after a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement as defined in federal regulations, school personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed in order for the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code student conduct, ACSA will notify the parents of that decision and provide the parents with a copy of the procedural safeguards notice as required. It is ACSA's belief that it is always in the best interest of the student to resolve disagreements regarding placement through ongoing, open dialog among all parties whenever possible. However, if, agreement cannot be reached, the parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination may appeal the decision by requesting a hearing via the filing a due process complaint with the state department of education. In such instances, the student must remain in the interim alternative educational setting (IAES) pending the decision of the hearing officer or until the expiration of the specified time period, whichever occurs first, unless the parent and ACSA or the state department of education agree otherwise. The goal is always for the student to be educated in the least restrictive environment and with his/her non-disabled peers to the greatest extent possible while maintaining a high level of academic and behavioral success.

Please see Appendix B

22.

The primary concern in involving parents in the development of a new charter school is educating those parents as to their rights and responsibilities within the new school structure. Even though there are a large number of charter schools being operated in New Orleans there is still a tremendous amount of misunderstanding about what exactly a charter school is. The ACSA will enact ongoing parent education about charter schools, through its website and through community forums. From ACSA Student Handbook, Section II page 1.

#### **PARENT ORIENTATION MEETINGS**

Communication is the key to creating a partnership between our teachers and parents in working for the best interest of children. Parent orientations are held at the beginning of each school year to welcome parents to a new academic year. It is an opportunity for parents to meet their child's teacher, tour the campus, and learn about the academic expectations for the year as well as campus policies and procedures."

ACSA Technology High School will develop a Parent Teacher Organization so that the concerns of parents can be heard and so that parents have an outlet to take an active role in the school. ACSA has also worked to create an atmosphere of openness in its schools, making them a place that parents feel welcome to come in on any given day to observe their child's learning environment and to speak with the educators at the school during their available time.

ACSA understands that the school is an extension of the community, and to that end ACSA has encouraged its schools to develop parent liaisons, parents who volunteer to speak with other parents about the school and encourage their participation. ACSA will also work to develop adult educational opportunities so that parents can continue their academic and personal growth.

23.

The ACSA Board of Trustees expects that all complaints will be handled in a serious manner. The following policy has been established to respond to any such complaints:

Any complaints regarding the Algiers Charter School Association personnel, schools or staff shall be made in writing to the CEO/Director of the Algiers Charter School Association. The CEO/Director is responsible for all matters that occur at the schools or with school personnel. The CEO/Director will determine the urgency of the matter and will respond accordingly within a reasonable timeframe.

If, however, the complaint is against the CEO/Director, the concern should be placed in writing and sent to the President/Chairman of the Algiers Charter School Association. The President/Chairman will determine the urgency of the matter and will respond accordingly within a reasonable timeframe.

In addition, the Algiers Charter Schools Association employs both the Chief of School Operations and the Communications Director in order to positively interact with parents and community regarding the ACSA Technology High School at Henderson. While parents are encouraged to communicate directly with the building site principal, both of these individuals can be contacted by parents to receive support in their efforts to understand the mission and vision of the school.

24.

Parents will be involved in the student academic evaluation process in varying amounts depending on the needs of the child. From ACSA Student Handbook, Section II page 1:

#### **CONFERENCES**

The ACSA believes in cultivating an environment of close communication between parents and teachers. Parents are encouraged to provide their input and support as teachers and parents work together to help students learn. Parents should plan to meet with their child's teacher during the school year, to hear about not only their child's achievements but to work to resolve any problems or concerns that may arise. Parents may make appointments to meet with teachers by contacting the school secretary or by sending a written notice to the teacher. A time will be arranged to meet with the teacher during the teacher's non-teaching period or at a mutually agreed upon time with the teacher. Teachers may request a conference with parents to discuss specific issues."

And from ACSA Student Handbook, Section II page 2:

#### **5 RIGHTS CONCERNING ACADEMIC PROGRAMS**

- Parents are given reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student
- Parents are entitled to request, with the expectation that the request will not be unreasonable denied (a) the addition of a specific academic class in the course of study of the parent's child in keeping with the required curriculum if sufficient interest is shown in the addition of the class to make it economically practical to offer the class; sufficient interest would at least 22 students, (b) that the parent's child be permitted to attend a class for credit above the child's grade level, unless the principal and the board or its designated representative expects that the child cannot perform satisfactorily in the class, (c) that the parent's child be permitted to graduate from high school earlier than the child would normally graduate, if the child completes each course required for graduation, and (d) have a child who graduates early participate in graduation ceremonies at the time the child graduates

**In all cases the decision of the board of trustees is final and may not be appealed**

- A parent is entitled to access to all written records of a the ACSA concerning the parent's child, including
  - (1) attendance records
  - (2) test scores
  - (3) grades
  - (4) disciplinary records

- (5) counseling records
- (6) psychological records
- (7) applications for admission
- (8) health and immunization information
- (9) teacher and counselor evaluations
- (10) reports on behavior

6. ACCESS TO TEACHING MATERIALS

- A parent is entitled to (1) review all teaching materials, textbooks, and other teaching aids used in the classroom of the parent's child, and (2) review each test administered to the parent's child after the test is administered
- The ACSA shall make teaching materials and tests readily available for review by parents. Schools may specify reasonable hours for review "

**25.**

The ACSA will work to develop ongoing relationships with community based organizations, business and/or postsecondary institutions. With a school such as Tech High it is critical to have partnerships with businesses and vocational technology and institutions of higher learning. The mission of Tech High has such a targeted focus that is in the best interests of both the students and the school as a whole to devote reasonable energies to meeting with business, community and academic leaders and creating cooperative programs as well as garnering volunteer and financial support.

## GOVERNANCE, MANAGEMENT, & LEADERSHIP

26a.

### CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

**Name of School(s):** ACSA Technology High School at Henderson

**Name of Nonprofit Corporation:** Algiers Charter Schools Association

**Primary Contact Person:** Dr. Brian Riedlinger

**Mailing Address:** 4480 General De Gaulle Drive, New Orleans, LA 70131

Phone

(day & eve.) 504-393-0926 or 504-210-9835

**Fax:** 504-393-0928 **Email:** [briedlinger@algierscharterschools.org](mailto:briedlinger@algierscharterschools.org)

### NONPROFIT BOARD OF DIRECTORS

Position President

Name Elsie Rose

Mailing Address 6120 Kingston Court, New Orleans, LA 70131

Phone 504-394-1848 or 504-914-7737

(day & eve)

Fax 504-393-0928 Email [erose@algierscharterschools.org](mailto:erose@algierscharterschools.org)

Position Vice-President/Secretary

Name Glenn Orgeron

Mailing Address 211 Forest Oaks Drive, New Orleans, LA 70131

Phone. 504-392-7893 or 504-585-3048

(day & eve)

Fax 504-393-0928 Email [gorgeron@algierscharterschools.org](mailto:gorgeron@algierscharterschools.org)

Position Trustee

Name Dr. Myles Seghers

Mailing Address 616 River Oaks Drive

Phone 504-391-3478 or 504-398-2214

(day & eve)

Fax 504-393-0928 Email [mseghers@algierscharterschools.org](mailto:mseghers@algierscharterschools.org)



**NONPROFIT BOARD OF DIRECTORS continued**

Position: Trustee

Name Donna V. St. Louis

Mailing Address: 3771 Red Oak Court

Phone 504-392-5393 or 504-236-5716

(day & eve.)

Fax 504-393-0928 Email: dst.louis@algierscharterschools.org

Position: Trustee

Name Mark McNamara

Mailing Address: 800 Pelican Avenue, New Orleans, LA 70114

Phone 504-366-1004 or 504-599-8249

(day & eve.)

Fax: 504-393-0928 Email: mmcnamara@algierscharterschools.org

Position Trustee

Name Calvin Turner Jr

Mailing Address: 228 St. Charles Avenue, New Orleans, LA

Phone 504-391-2947 or 504-717-0117

(day & eve )

Fax 504-393-0928 Email cturner@algierscharterschools.org

Position Trustee

Name Cassandra Bookman

Mailing Address 3833 Peachtree Court, New Orleans, LA 70131

Phone 504-393-6508 or 504-450-5397

(day & eve )

Fax. 504-393-0928 Email: cbookman@algierscharterschools.org

**SCHOOL PERSONNEL**

**Principal Name:** TBA

Phone (day/eve)

Fax Email

**Business Manager:** Robert Fulton

Phone (day/eve) 504-393-0926 or 504-

Fax 504-393-0928 Email: rfulton@algierscharterschools.org

**Certified Public Accountant:** David Morey

Phone (day/eve) 504-393-0926 or 504-

Fax 504-393-0928 Email dmorey@algierscharterschools.org

**26b.**

Please see Appendix C

**26c.**

The role of the Board Officers has been to develop the overall vision for what Algiers Charter Schools Technology High School at Henderson will be. The board drives the movement towards replicating the general educational principles at Tech High while still allowing the school to develop its own unique culture for its students. The ACSA board has been instrumental in keeping the primary needs and interests of the Algiers Community at the forefront of any discussion and development of the idea to add to the ACSA family of schools. They continue to hold that responsibility of being the community's advocate while at the same time overseeing compliance and accountability from the ACSA business/educational management team.

There was no one specific board member who pushed this idea forward. The board as a collective has been aware of the need of technical educational alternatives for our students since its inception. Initially they were concerned regarding implementation within our existing schools, but after considering the need in Algiers for a third high school, and the paucity of available spaces, the board determined that developing a technology based high school at the Henderson location was a suitable course of action.

**27a.**

Please see Appendix D

**27b.**

**ALGIERS CHARTER SCHOOL ASSOCIATION, INC.  
ETHICS AND CONFLICT OF INTEREST POLICY**

**ARTICLE 1- PURPOSE**

The purpose of this ethics and conflict of interest policy is to protect the Algiers Charter School Association, Inc.'s ("ACSA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an ACSA employee, officer or trustee or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing ethics and conflict of interest applicable to nonprofit and charitable organizations, including without limitations, the actions proscribed in Louisiana Revised Statute 42:1111, *et seq*

**ARTICLE 2- DEFINITIONS**

**2.1. Interested Person**

Any member of the Board of Trustees, principal officer, or member of a committee appointed by the Board of Trustees, specifically including the Director of ACSA who has a direct or indirect financial interest, as defined below, is an interested person

**2.2. Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

**2.2.1.** An ownership or investment interest in any entity with which the ACSA has a transaction or arrangement,

**2.2.2.** A compensation arrangement with the ACSA or with any entity or individual with which the ACSA has a transaction or arrangement, or

**2.2.3.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the ACSA is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a

person who has a financial interest may have a conflict of interest only if the Board of Trustees or committee decides that a conflict of interest exists.

### **ARTICLE 3- PROCEDURES**

#### **3.1. Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the trustees and members of committees with governing board delegated powers considering the proposed transaction or arrangement

#### **3.2. Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

#### **3.3. Procedures for Addressing the Conflict of Interest**

**3.3.1.** An interested person may make a presentation at the Board of Trustees or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

**3.3.2.** The Chair of the Board of Trustees or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

**3.3.3.** After exercising due diligence, the Board of Trustees or committee shall determine whether the ACSA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

**3.3.4.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested members of the Board or committee whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

#### **3.4. Violations of the Conflicts of Interest Policy**

**3.4.1.** If the Board of Trustees or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

**3.4.2.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Trustees or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **ARTICLE 4-RECORDS OF PROCEEDINGS**

The minutes of the Board of Trustees and all committees with board delegated powers shall contain:

**4.1.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustees' or committee's decision as to whether a conflict of interest in fact existed.

**4.2.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings

#### **ARTICLE 5- COMPENSATION**

**5.1.** A voting member of the Board of Trustees who receives compensation, directly or indirectly, from the ACSA for services is precluded from voting on matters pertaining to that member's compensation

**5.2.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the ACSA for services is precluded from voting on matters pertaining to that member's compensation

**5.3.** No voting member of the Board of Trustees or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the ACSA, either individually or collectively, is prohibited from providing information to any committee regarding compensation

#### **ARTICLE 6-ANNUAL STATEMENTS**

Each member of the Board of Trustees, principal officer, other committee appointed by the Board of Trustees and the ACSA Director shall annually sign a statement, which affirms such person:

#### **ARTICLE 7- ETHICAL CONDUCT**

The Charter School's trustees, officers and employees shall at all times be in compliance with the Louisiana Code of Ethics, LSA RS 42 1111, et seq , including without limitation these supplemental provisions:

**7.1.** The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction

**7.2.** No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following

**7.2.1.** Individuals associated with a partnership, limited liability corporation, or professional corporation including but not limited to doctors, accountants and attorneys,

**7.2.2.** Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school,

**7.2.3.** Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization

**7.3.** In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship

**7.4.** Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes

**7.5.** Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

**7.6.** Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$25 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

**7.7.** Charter School Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign

**7.8.** Trustees confirm their understanding that ACSA is a charitable not-for-profit educational organization and that it will assure that ACSA maintain its federal tax exemption and engage primarily in activities that accomplish one or more of its tax-exempt purposes.

#### **ARTICLE 8- PERIODIC REVIEWS**

To ensure the ACSA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

**8.1** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining

**8.2** Whether partnerships, joint ventures, and arrangements with management organizations conform to the ACSA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit or in an excess benefit transaction

#### **ARTICLE 9- USE OF OUTSIDE EXPERTS**

When conducting the periodic reviews as provided for in Article 8, the ACSA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Trustees of its responsibility for ensuring periodic reviews are conducted

**27c.**

Please see Appendix D

**27d.**

Agreements between RSD and ACSA regarding this issue concerning all schools currently chartered by the RSD are being renegotiated, ACSA provides that in the event there is a dissolution of ACSA Technology High School at Henderson Elementary School, within 30 days of that day, students shall no longer be attending the school, the ACSA shall tender to the chartering authority all ACSA Technology High School at Henderson physical assets purchased with public funds and will withdraw all of its personnel from ACSA Technology High School at Henderson. ACSA would execute a lease agreement with the Recovery School District. This document will establish that the ownership of the ACSA Technology High School at Henderson building lies outside the ACSA and ACSA Technology High School at Henderson School, and the owner of the building will be responsible for insuring the contents and the building. ACSA will be clearly identified as the steward of these assets but ownership will always rest outside the ACSA.

In the event there is a dissolution of ACSA Technology High School at Henderson, within 30 days of that day, students shall no longer be attending the school, the Finance Manager will deliver to the chartering authority as one package on the same day:

- 1) A listing of the ACSA Technology High School at Henderson accounts payable and accruals which are to be paid by the ACSA. Such payables and accruals will include amounts to move, record and store the financial and operational records of the ACSA for a period of seven years after it ceases to operate ACSA Technology High School at Henderson, and to maintain a small office and staff of 2 to 3 people for a period of 120 days after the day students are no longer attending the school,
- 2) A listing of the cash on hand,
- 3) An escrow account agreement with a Louisiana chartered bank with a branch location in New Orleans funded in the amount of \$25,000 which



- will provide the funds in this account are to be used to pay for legal, tax return filings, and audit expenses associated with the dissolution of ACSA;
- 4) A check designating the chartering authority as payee for the amount of unencumbered cash which is defined as cash in hand, less the listing provided in paragraph ii above less the amount \$25,000 listed in paragraph iii above
  - 5) In the event when all ACSA Technology High School at Henderson accounts payable and accruals are paid and the Algiers Charter School Association has remaining public funds designated for ACSA Technology High School at Henderson, the ACSA will deliver a check designating the chartering authority as payee in the amount of all such remaining funds
  - 6) The chartering authority will not be responsible or liable for any ACSA Technology High School at Henderson unpaid debts if ACSA Technology High School at Henderson does not have sufficient funds to pay all of its debts at the time the ACSA Technology High School at Henderson ceases operation under the ACSA unless any shared services arrangements or contracts require otherwise

28.

The ACSA values the professional development of its Board of Trustees. ACSA Board Members attended retreats on July 21 & 22, 2006 and December 2, 2006, at Our Lady of Holy Cross College. Lisa Amoss, Director of Consulting Services, Center for Nonprofit Resources New Orleans, directed sessions that focused on establishing goals for the ACSA, goals for the board, and ways to measure the goals.

Leroy Divenity, an independent board trainer, facilitated another session that focused on clarifying organizational goals versus board goals as well as action planning.

Two in-house board trainings will be held each year as well as one out of town training sponsored by the National Association of School Boards and/or BoardSource.

29.

The ACSA will utilize a strategy of recruitment and nominations along with its ongoing Nominations Committee of

- 1 Establishing a board development committee made up of current board members and interested volunteers
- 2 Use current board members in recruitment
- 3 Develop a profile of the current board and its members
- 4 Determine strategies to build board diversity
- 5 Develop an initial list of possible board members
- 6 Contact of top prospects
- 7 Scheduling of interviews and orientations with possible board members
- 8 Selection of new board members

Board recruitment should be an ongoing process so that when vacancies occur for any reason there is always a pool of qualified candidates from which to choose

30.

The board's key role with the ACSA administrative team is to be the voice of the community as a whole and to monitor the achievement of the ACSA and its schools. The board should also set standards for fiscal responsibility, and standard business practices. The ACSA Board of Trustees is purely a policy board, empowered to develop the overall scope of what the CEO and his staff must produce on a year to year basis. The board, however, will have no authority in personnel matters or the issuing of contracts other than to ensure that they are in the best interest of the organization as a whole.

31.

Please see Appendix E

32.

The ACSA already has experience in opening and operating charter schools and all of the administrative and operational components that are required. It has procedures in place for recruiting and hiring staff, developing curricula, registering students, organizing all of the business contracts to support school operations, and preparing schools for instruction. The ACSA is currently operating 8 charter schools.

The ACSA currently has contracts in place that will govern all of the business operations of a school, and these contracts can be expanded to include any/all schools that are opened under the ACSA's management. The ACSA also has a full administrative staff specialized in providing oversight to charter schools.

The major cost of starting-up schools was incurred with the initial opening of five schools in the 2005-6 school year. The ACSA estimates that any additional costs to open this school that have not already been incurred would not begin until after July 1, 2007. Because the ACSA will already have an organizational infrastructure in place by that date, a start-up budget for pre-July 1 expenses is not necessary for this charter school. All of the contracts for business and operational services will already be available for use by the charter school, effective July 1. All of the activities required to start school – recruiting and hiring staff, developing curricula, registering students, organizing all of the business contracts to support school operations, and preparing schools for instruction – will begin July 1 or shortly thereafter.

Included in this assumption of no pre-July 1 startup expenses is the assumption that the school building will be delivered in an operable physical condition, ready to accept students. At this time, and pending further evaluation of the physical plant, there are not any start-up construction or repair costs contemplated for the opening of this charter school. This assumption is subject to change based on the actual condition of the school building when it is delivered.

In addition, the overall assumption of no pre-July 1 expenses is subject to change. Currently, it is anticipated that the ACSA will continue to manage additional charter schools both up to and beyond June 30, which would allow the ACSA to maintain the organizational infrastructure in place to prevent the need for additional startup costs pre-July 1. If the event that this scenario were to change, a start-up budget would need to be contemplated for this charter school.

**33.**

No fee-based commitments for partnerships have been established for  
ACSA Technology High School at Henderson

34.

Below is the suggested roster for all school based staff at high schools operated by ACSA. However, certain staffing decisions will be made by the school principal

Positions per Secondary school	8/1/06- 6/9/07	
Principal	1	
Assistant Principal	1	
Regular Ed Teachers-Secondary	1.25	Student teacher ratio pre- Title I
Special Ed Teachers-Secondary	1.10	
Regular Ed Paraprofessionals	1:50	Student para ratio Para goes between two classes
Special Ed Paraprofessionals	1 10	Student para ratio
PE Teachers	1	
Librarians	1 999	Student teacher ratio
Speech Therapist & Interventionist	1	
Positive Behavior Support	1	
Counselors	2	
Social Workers	1	Required for a failing school
Nurses	1	
Data Specialists	1	
School Secretary	1	
Security 9-12	3	

ACSA intends to hire certified and qualified teachers and professionals, to the extent possible and to the extent that such certifications and qualifications are reasonable for certain positions, which require these certifications and qualifications. To this extent, we will consider the following in our hiring process to ensure we are in compliance with all state and federal law:



35.

Every effort will be made to hire a Principal who is an experienced school administrator with academic credentials, business and management experience. The Principal will serve as the leader of the individual charter school, accountable to the ACSA CEO and responsible for keeping them informed about the operation of the school and for working with them to develop Association policies and goals. The Principal will create management systems for all funding sources, prepare financial reports, and oversee all financial matters as required by law and Association policy. In addition, the Principal will directly supervise site-based bookkeepers and monitor all activities including money collection, identification of vendors, and contracting services.

A working background knowledge in the use of technology would be preferred for this position. Examples of this would be a certification to teach computer science, demonstrable skills related to use of computers and other technology, or familiarity with technology applications in the classroom.

36.

Please see Appendix F

37.

<i>December 2006</i>	<i>May 2007</i>	<i>June 2007</i>	<i>June/July 2007</i>	<i>August 6, 2007</i>
<i>Submit Application</i>	<i>Conditional Approval</i>	<i>Final Approval Hire Principal Begin Bldg Prep</i>	<i>Hire School Staff</i>	<i>School Open</i>

ACSA's is the responsible party and has sufficient current infrastructure is to implement the entire school plan from approval to opening

38.

Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider's relative experience in service delivery and relevant qualifications.

- a ACSA is committed to providing transportation to ACSA Technology High School at Henderson students who live one mile or more from their school. ACSA provides transportation to its students through a contractual arrangement between OPSB and Laidlaw, Inc. to which an addendum agreement exists between OPSB and ACSA. Transportation services at this time include to/from school service only. Schools have the option to use Laidlaw's services for field trips and extracurricular activities, provided funding is available in school budgets. Regular education children are picked up and dropped off at stops near their home. Special education students are provided transportation specific to their needs which may include special school buses, lift buses and/or service to the home of the student. As of spring 2006, approximately 70% of the ACSA's registered students were riding on buses provided under this arrangement.
- b School food services for breakfast, lunch, and authorized afternoon snacks are currently being provided to the 8 schools that ACSA operates under a contractual arrangement between the ACSA and Chartwells food services. The ACSA would seek permission from the Louisiana Department of Education, Division of Nutrition Assistance and from the USDA to extend this agreement to include any new charter school operated by the ACSA, including the ACSA Technology High School at Henderson. The contracted food service provider would be responsible for collaborating with the ACSA and the community in planning school menus, the procurement and preparation of meals, and assisting with clean-up after meals. The provider would also be responsible for all hiring, training, and management of cafeteria employees and most administrative personnel associated with the food service program. In accordance with Federal Law, the ACSA will provide personnel to administer the Free and Reduced Price Meals program.
- c The ACSA Technology High School at Henderson, in conjunction with ACSA, will adhere to all state policies for healthcare providers. The school will have a half-time or full-time nursing position. ACSA has also developed relationships with several external healthcare providers who can serve as a substitute health resource should the need arise.

Along with the City of New Orleans Health Department and the Louisiana Office of Public Health, ACSA will house a school based health clinic at Walker High School and Behrman Elementary to service the community, including students of The ACSA Technical School. This clinic would be designed to provide comprehensive primary medical, social, and mental

health services, as well as health education, promotion, and prevention services designed to meet the psychosocial and physical health needs of students in the context of their family, culture, and environment. These services will conform with state and local laws, regulations and community practices.

It is recognized that many children are able to regularly attend school because of the effective use of medication in the treatment of disabilities or illnesses. While it is preferable for medication to be administered in the home, any student who is required to take medication during the regular school day must comply with the following guidelines:

- 1) If medication must be administered at school, the school nurse, or a designated trained staff member whom the school nurse directly supervises (e.g. no substitute teachers), shall administer the medication in compliance with these guidelines. At least two (2) staff members shall be designated and trained. Injectable medication will be administered at school only by the school nurse or, according to guidelines, only by students who meet requirements indicated below.
- 2) A student receiving medication while at school will be observed by a staff member for a period of 45 minutes following the administration of medication. This observation may occur during instructional time.
- 3) A staff member will not assist with or provide any medication to a student without the full knowledge and authority of the parent, physician, principal and/or school nurse.
- 4) An original copy of written orders from a physician, detailing the name of the student, drug dosage, the reason the medication is necessary, and the time medication is to be given, must be received by the school nurse before the medication can be administered. This is required for both prescription and non-prescription medication. Stamped signatures will not be accepted.
- 5) At the beginning of each school year, any long-term medication order must be renewed.
- 6) Written permission from the parent/guardian of the student, requesting that the school district comply with the physician's order, must accompany the physician's order.
- 7) All medication must be brought to school by the parent or guardian and given to the school nurse or an appropriate adult. For safety reasons, no medication should be brought in by the student.
- 8) Medication must be brought to school in its original pharmacy or physician labeled container with the student's name, name and strength of drug, dosage and time interval to be taken.
- 9) Medication must be stored in a locked cabinet. If refrigeration is required, medication should be in a locked container. No more than a 35 day supply of medication shall be kept at the school.

- 10) Unused medication shall be destroyed or returned to parent/guardian for disposal
- 11) In compliance with a physician's order/recommendation, and with the school nurse's knowledge and supervision, students with chronic illness (e.g. asthma, cystic fibrosis, diabetes, etc.) or life-threatening allergic reactions requiring immediate administration of medication who are responsible for self-administering their medications should be allowed to continue the practice. The physician's written consent must indicate that the child may carry the medication with him/her. Medication still must be in its original, labeled container and kept in a safe place
- 12) Medication administration shall be recorded on a daily log and/or medication log, noting student's name, medication, time, dosage, and initials of the person administering the medication. If a dosage is omitted for any reason, this should also be noted
- 13) All long-term medication shall be recorded on the student's permanent health record, including any follow-up notations.

d Accounting, payroll, and associated back office support will be provided by the Chief Operations Officer's staff in finance, accounting, payroll, information technology, human resources, communications, facilities maintenance, and other operations normally conducted under the aegis of a school's business manager. Policies and procedures are being implemented which centralize major cost centers such as payroll, procurement, transportation, food and janitorial services, IT and revenue funds within the ACSA central offices.

Except for those revenues and expenditures which must flow through the school's student activity bank accounts, all documentation relating to these centralized services and contracts will be maintained at the central offices of the ACSA. This will simplify the audit. Audit procedures and documentation requirements will be developed with the ACSA's audit firm.

All revenues and costs will be accounted through the newly installed MUNIS © accounting system developed by Tyler Technologies. The ACSA has developed a chart of accounts that will apply to ACSA Technology High School at Henderson to ensure that reports will be in a format that will accurately organize financial data to ensure the accuracy and integrity of the Annual Financial Report. The implementation of this accounting system will be reviewed by our audit firm.

In addition to auditing our Annual Financial Report, the audit firm will also assist in ensuring that the ACSA accounting system provides the necessary data to apply for the various state and federal funds available to ACSA Technology High School at Henderson and to assist in any tax filings required by the federal government.

Our Finance/Accounting Department will be tasked to maintain the accounting system and prepare our monthly, quarterly, and annual financial statements. The department will consist of five individuals. The Finance Manager will be responsible for all financial and accounting functions. To him will report the Controller whose responsibility will be maintaining the accounting system and ensuring all transactions, accruals, assets, depreciation, payables, funds, and other accounting entries are inputted into the system. He will have the primary interface with our auditors. Also reporting to the Finance Manager will be a Payroll Analyst, a Cash Manager, and a Financial Analyst who will assist the Controller with payroll, receivables and certain funds. The Financial analysts will also have the primary responsibility to prepare the necessary applications for execution and review by the Finance Manager of grant programs, and the required reports to local, state, federal, and private stakeholders to support the grants.

e All of ACSA schools are covered under blanket insurance policies covering general liability, professional liability, student activities, automobile liability, and workers' compensation. All insurance will be arranged by ASCA, who will name the school as an additional insured for the following:

- 1) The ACSA currently carries workmen's compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction over the Charter Operator's employees, and employers' liability insurance with a minimum limit of **\$1,000,000**. The ACSA would add this school and its employees to this policy should the ACSA gain the authority to operate the school.
- 2) Comprehensive General Liability insurance with a minimum combined single limit of **\$1,000,000** each occurrence. The ACSA would add this school and its employees to this policy should the ACSA gain the authority to operate the school. The ACSA would add this school and its employees to this policy should the ACSA gain the authority to operate the school.
- 3) Comprehensive Automobile Liability insurance with a combined single limit for bodily injury and property damage or not less than **\$1,000,000** each occurrence with respect to the school's owned, hired or non-owned vehicles, assigned to or used in performance of the services offered by the school. The ACSA would add this school and its employees to this policy should the ACSA gain the authority to operate the school.
- 4) Errors and Omissions Liability Insurance conforming to the following requirements:
  - a) Errors and Omissions Liability Insurance shall cover the Charter Operator for those sources of liability arising out of the rendering or failure to render professional services in the performance of this agreement, including all provisions regarding financial management and indemnification.
  - b) The insurance shall be subject to a maximum deductible not to exceed **\$10,000** per claim.

- c) The minimum limits to be maintained by the Charter Operator shall be no less than **\$1,000,000** per claim/annual aggregate.

The ACSA currently has Errors and Omissions Liability insurance with a \$2,000,000 per claim/annual aggregate. The deductible is \$250,000. The ACSA, because it was a start-up operation, could not obtain a more advantageous deductible in its first year and will continue to seek insurance in subsequent years that meets the stated requirements. The ACSA would add this school and its employees to this policy should the ACSA gain the authority to operate the school.

We understand that prior to purchase of the Errors and Omissions Liability Insurance that we will submit the policy to BESE for review and we need the approval of BESE of the provisions of the Policy prior to our purchase of the policy. Also, prior to purchasing the policy we are to await the adoption of a regulation by BESE which requires charter school operators to purchase an Errors and Omissions Liability Insurance Policy.

The ACSA does not intend to obtain insurance for real property, building or contents that it has not purchased with private funds. It is the ACSA's understanding that the school facilities, its existing assets and those assets purchased with public funds do not belong to the ACSA and therefore, the ACSA would not intend to insure such assets unless otherwise required to do so by law.



39.

The ACSA has developed a comprehensive school security program executed by a highly trained former New Orleans Police Department Lieutenant. ACSA schools in high risk areas have three full-time armed security counselors who remain on school campus grounds from at least one half hour before students arrive until the last faculty or students depart for the day. These officers provide a roving patrol both inside and outside of the school building itself, actively monitoring the activities of the entire school campus. Each school also has a full time campus security person who is unarmed and who monitors the single entry/exit point for the school checking to ensure every person entering the campus is appropriately identified, logged in, and provided an authorized visitor's pass. Periodic security briefings are provided to every school's Principal and Assistant Principal to ensure that ACSA school security processes are well-defined and appropriate security is maintained at all times while there are occupants in the buildings.

Under the Algiers Charter School Association agreement, each school building will be armed with a fully active and maintained perimeter and interior security system. The school will be monitored from a remote location twenty-four hours a day, seven days a week, with actions reported to the director of security, school administrator, such as but not limited to a school principal, assistant principal, head custodian, or assistant head custodian. The security devices employed will be activated daily by one of the mentioned charter school employees at the end of each business day, after it is determined the building is clear of any personnel, student, or worker. The building security system will include video recording of strategic locations on school and surrounding grounds. Motion detectors within the school building, door monitors, and audio alarms announcing disturbance of any entry door, windows, or other access points deemed exploitable will also be utilized.

In addition to building security, the Algiers Charter School Association, under charter agreement shall provide, on a daily basis, school security counselors and campus security officers for charter schools during normal school hours. Security counselors and campus security officers, under the direction and supervision of the director of security shall be properly screened, hired, trained, and evaluated. Each security counselor and campus security officer will first be required to pass a background evaluation, as provided by state law. Then counselors and officers will be hired under the strictest of guidelines, taking into consideration past experience in security, previous security training, ability to complete security training provided by the association, and experience working in a school environment. Training for counselors and officers will be multi-tiered exposing them counselors and officers to the latest techniques concerning school safety, conflict resolution, oral-written communication, and reporting of school incidents. The evaluation process, implemented by the director of security, will

consist of daily and constant evaluation of security personnel along with the monitoring of school incidents involving students, faculty, and administrators

Security staff members will receive training developed and given to nationally recognized, municipal police department school resource officers (SRO) This training will support the actions and measures taken by positive behavior staff members and administrators in the school Counselors and officers will follow a set operations manual developed by the director of security directing how each counselor and officer is expected to conduct himself/herself Sanctions for inappropriate behavior by counselors or officers will be listed in said operations orders and strictly adhered to

## FINIAL PLAN

40.

ACSA would provide that in the event that there is a dissolution of ACSA Technology High School at Henderson, within 30 days of that day, students shall no longer be attending the school, the ACSA shall tender to the chartering authority all ACSA Technology High School at Henderson physical assets purchased with public funds and will withdraw all of its personnel from ACSA Technology High School at Henderson. ACSA would execute a lease agreement with the Recovery School District. This document will establish that the ownership of the ACSA Technology High School at Henderson building lies outside the ACSA and ACSA Technology High School at Henderson School, and the owner of the building will be responsible for insuring the contents and the building. ACSA will be clearly identified as the steward of these assets but ownership will always rest outside the ACSA.

In the event there is a dissolution of ACSA Technology High School at Henderson, within 30 days of that day, students shall no longer be attending the school, the Finance Manager will deliver to the chartering authority as one package on the same day.

i. A listing of the ACSA Technology High School at Henderson accounts payable and accruals which are to be paid by the ACSA. Such payables and accruals will include amounts to move, record and store the financial and operational records of the ACSA for a period of seven years after it ceases to operate ACSA Technology High School at Henderson, and to maintain a small office and staff of 2 to 3 people for a period of 120 days after the day students are no longer attending the school,

ii. A listing of the cash on hand,

iii. An escrow account agreement with a Louisiana chartered bank with a branch location in New Orleans funded in the amount of \$25,000 which will provide the funds in this account are to be used to pay for legal, tax return filings, and audit expenses associated with the dissolution of ACSA,

iv. A check designating the chartering authority as payee for the amount of unencumbered cash which is defined as cash in hand, less the listing provided in paragraph ii above less the amount \$25,000 listed in paragraph iii above.

v. In the event when all ACSA Technology High School at Henderson accounts payable and accruals are paid and the Algiers Charter School Association has remaining public funds designated for ACSA Technology High School at Henderson, the ACSA will deliver a check designating the chartering authority as payee in the amount of all such remaining funds.

vi. The chartering authority will not be responsible or liable for any ACSA Technology High School at Henderson unpaid debts if ACSA Technology High School at Henderson does not have sufficient funds to pay all of its debts at the time the ACSA Technology High School at Henderson ceases operation under

the ACSA unless any shared services arrangements or contracts require otherwise

**How to designate one or more trustees as stewards of school records (financial and operational)**

The Board of Trustees will appoint at its meeting of dissolution of the school an individual who will be directly responsible for ensuring the orderly packing, recording of files and storing of the paper financial and operational records of ACSA Technology High School at Henderson under the operation of the ACSA. Digital files will be maintained on CD or other storage media found appropriate by the trustee and stored either at the same location as the paper records or at another location at the discretion of the trustee. Such records will be moved to a facility off of the ACSA Technology High School at Henderson premises within 30 days of the day students shall no longer be attending the school.

Please see Appendix G

41.

Policies and procedures have been implemented which centralize major cost centers such as payroll, procurement, transportation, food and janitorial services, IT and revenue funds within the ACSA central offices

Except for those revenues and costs which must flow through the School Funds, all documentation relating to these centralized services and contracts will be maintained at the central offices of the ACSA. This will simplify the audit.

Audit procedures and documentation requirements will be developed with our audit firm Rebowe & Company

All revenues and costs will be accounted through an the newly installed MUNIS © accounting system developed by Tyler Technologies. The chart of accounts has been developed to ensure that reports will be in a format that will accurately organize our data to ensure the accuracy and integrity of our Annual Financial Report. The implementation of this accounting system is being reviewed by our audit firm Rebowe & Company

In addition to auditing our Annual Financial Report, the audit firm has assisted us in ensuring our accounting system provides the necessary data to apply for the various state and federal funds available to the schools and to assist us in our tax filings required by the federal government

Our Finance/Accounting Department will be tasked to maintain the accounting system and prepare our monthly, quarterly and annual financial statements. The department will consist of five individuals. The Finance Manager will be responsible for all financial and accounting functions. To him will report the Controller whose primary responsibility will be maintaining the accounting system and ensuring all transactions, accruals, assets, depreciation, payables, funds and other accounting entries are inputted into the system. He will have the primary interface with our auditors. Also reporting to the Finance Manager will be a Payroll Analyst, a Cash Manager and a Financial Analyst who will assist the Controller with payroll, receivables and certain funds. The Financial analysts will also have the primary responsibility to prepare the necessary applications for execution and review by the Finance Manager of grant programs, and the required reports to local, state, federal and private stakeholders to support the grants

42.

- 1) The MFP chart for type V charters indicates total funding of \$6,448 per student. This does not reflect the actual amounts being funded to the schools presently. Our RSD type 5 charters receive \$3,563 state amount per pupil and \$2,613 local. This adds to \$6,176 per student \$271 less per student than the \$6,448 provided by the state in their application summaries. We used this figure for the first year and for subsequent years as we do not believe that MFP funding from the RSD will reflect any increases as the cost of their administration will increase.
- 2) We do not assume any increase in Federal Funding.
- 3) We do assume certain private donations coming to the school. However, our budget is not overly dependent upon such donations.
- 4) Our expenses reflect the cost of operations, salary levels, etc. of the 8 schools we have been operating.
- 5) We did not include Sewer & Water expenses as we have recently discovered that our schools were exempt from such charges.
- 6) The largest risk is our assumption that the school will fill to 400 students. We believe this risk is mitigated by the fact that our two high schools on the West Bank of New Orleans are presently filled to capacity.

## **ACILITIES**

**43.**

Henderson has been identified as the site for the ACSA Technology High School due to its location in Algiers as well as the number of students that it accommodates. The campus' 26 classrooms accommodates the total enrollment of 400-500 students.

**44.**

N/A

***ATTENTION PARENTS!***  
***NOW ENROLLING!***

**The Algiers Charter Schools Tech High School at Henderson is now accepting students for grades 9-12 for the 2007-2008 school year.**

**If your child has an interest in graphic design, computer science, or business applications, then take this opportunity to get on the cutting edge!**

**ACSA will be taking applications daily from 9am until 11am and from 1pm until 4pm from June 4<sup>th</sup> until July 6<sup>th</sup>.**

**You can get an application online at [www.algierscharterschools.org](http://www.algierscharterschools.org) or by visiting the school at 1912 L.B. Landry Avenue. Call 393-0926 for more information.**



**Algiers Charter Schools Association**

**4480 General De Gaulle Drive  
Suite 202  
New Orleans, LA 70131**

**Phone (504) 393-0926  
[www.algierscharterschools.org](http://www.algierscharterschools.org)**



# STUDENT CODE OF CONDUCT



**Algiers Charter  
Schools Association**

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*Education...Just Different*

## **I. INTRODUCTION**

The Algiers Charter Schools Association works to develop an environment where students are free to develop without hindering the freedom of other individuals to develop as well. Students must learn to accept responsibility for their own actions. Students should be disciplined for their misbehavior if their disruptive actions hinder another student's right to an education in a safe environment. This is essential for students to learn to function as responsible citizens.

The ACSA is committed to the rights of students, but also expects its students to behave in a manner that makes a positive contribution to the school community. There must be a balance between rights and responsibilities if our schools are to provide an educational structure which allows students to reach their fullest potential.

The following Student Code of Conduct and Discipline Management Plan, describes the Association's expectations of student conduct and specifies the consequences of violating this code of conduct. It contains specific student conduct rules and identifies sanctions against student misconduct which can result in disruption of the educational process or infringement on the rights of others. It applies to all ACSA students.

Parents are an essential component of the Student Code of Conduct and Discipline Management Plan, and will be involved in working with school personnel in implementing successful discipline practices. Law enforcement authorities may be contacted when a violation of criminal laws may have occurred, or to maintain order. Students violating the code are subject to disciplinary action as stated.

These policies and regulations apply to any student (1) who is on school property, (2) who is in attendance at school or any school-sponsored activity, or (3) whose conduct contains the elements of a felony offense regardless of time and place, or (4) whose conduct interferes with the missions or operations of any school or jeopardizes the safety and/or well-being of students or employees.

### **A. Philosophy of Discipline**

For the purpose of clarity throughout this Student Code of Conduct, discipline refers to the behavior or orderly conduct of an individual. It is expected that each school campus will provide appropriate discipline in a safe environment in which all students have the right to learn, and educators have the right to teach, free from disruptions which interfere with the educational process. Each campus will promote

- 1 "zero tolerance" in discipline management which consists of strict enforcement of rules that ensure the safety, security and education of all members of the school community,
- 2 the teaching and modeling of appropriate behaviors that promote personal responsibility and demonstrate self-discipline;
- 3 a sense of community, with mutual and self-respect shown by all,
- 4 a positive school climate in which teachers and administrators strive to share a positive rapport with students, parents, and the community, and
- 5 the democratic process and protection of the rights of individuals

Students who violate the rights of others or who violate ACSA or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote compliance by all students to responsible citizenship.

### **B. Rights of Students**

All students are entitled to enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity. ACSA schools shall encourage a climate of mutual respect for the rights of others. Each student is expected to respect the rights and privileges of other students, teachers, and ACSA staff. Students shall exercise their rights responsibly, in compliance with rules established for orderly conduct. The ACSA rules of conduct and discipline are established to achieve and maintain order in the school. Students who violate the rights of others or who violate ACSA or school rules shall be subject to disciplinary measures designed to correct the misconduct and to promote compliance by all students to responsible citizenship.

## **II. RESPONSIBILITIES OF THE SCHOOL COMMUNITY**

Each member of the school community has certain responsibilities if a positive learning environment is to be maintained. The following statements describe actions that contribute to a productive relationship among students, parents, administrators, and teachers. The actions listed in the student section are not to be interpreted as behavioral rules unless also included in the "Rules and Regulations" section of the Student Code of Conduct.

### **A. EACH STUDENT has the responsibility to:**

- 1 Attend school daily except when ill or otherwise lawfully excused, and be on time for all classes
- 2 Possess a student identification card and display it as requested on school property or at any school activity (if applicable)
- 3 Pay required fees and fines
- 4 Pursue and master the curriculum of study developed by the school, the association and the State Department of Education
- 5 Demonstrate ethical values of citizenship, integrity, fairness, respect for others, personal responsibility, and accountability
- 6 Behave in a responsible manner and refrain from violations of the Code of Conduct.
- 7 Be dressed and groomed as outlined in the ACSA dress code
- 8 Cooperate with school staff in investigation of disciplinary cases and volunteer information, should he/she have knowledge relating to an offense
- 9 Assist the school staff in operating a safe school
- 10 Be prepared for each class with appropriate materials and assignments
- 11 Seek changes in school policies and regulations in an orderly and responsible manner through proper channels
- 12 Comply with the acceptable use guidelines for computer on-line services

### **B. PARENTS have the responsibility to:**

- 1 Provide for the physical, emotional and social needs of the child
- 2 Teach the student to listen to teachers and other school personnel and obey the rules
- 3 Ensure their child's compliance with school attendance requirements and promptly report and explain absences and tardies to the school
- 4 Encourage and lead the student to develop strong study habits at home
- 5 Participate in positive parent-teacher conferences to discuss their child's school progress and welfare
- 6 Keep informed of school policies, administrative decisions, and academic requirements of any school program
- 7 Attend parent training workshops, when offered
- 8 Participate in parent-school organizations. The school and the ACSA central office can provide information regarding these organizations
- 9 Ensure that their child is appropriately attired at school and school-sponsored activities
- 10 Discuss report cards and work assignments with their child and contact teachers when notified of unsatisfactory progress
- 11 Bring to the attention of school authorities any learning problem or condition that may relate to their child's education

- 12 Maintain up-to-date home, work, and emergency telephone numbers and other pertinent information at the school
- 13 Cooperate with school administrators and teachers in their efforts to achieve and maintain a quality school
- 14 Ensure their child's attendance at school tutorials as required or as the need arises
- 15 Submit a signed statement that they have received and read the Student Code of Conduct
- 16 Be held liable for the damage of ACSA or school property caused by the negligent conduct of their child or the willful or malicious conduct of their child

**C. ADMINISTRATORS have the responsibility to:**

- 1 Implement a flexible curriculum that meets the needs of all students
- 2 Provide appropriate support for teachers in dealing with student discipline problems
- 3 Interpret and consistently enforce school rules, codes and policies
- 4 Promote effective training and discipline based upon fair and impartial treatment of all students
- 5 Encourage parents to keep in regular communication with the school, and encourage parental participation in required parent-teacher conferences
- 6 Develop a cooperative working relationship among staff and students
- 7 Assist students in learning mature self-discipline
- 8 Provide leadership for discipline and evaluation of the discipline management plan
- 9 Ensure students' safety through maintenance of the school campus
- 10 Serve as appropriate role models for students in accordance with the standards of the profession
- 11 Encourage and acknowledge appropriate behavior of students

**D. TEACHERS have the responsibility to:**

- 1 Use appropriate discipline management techniques
- 2 Ensure good student discipline by regular attendance, promptness, and appropriate preparation
- 3 Respect other individuals and their property
- 4 Maintain the standards of conduct, dress and grooming established by the ACSA
- 5 Comply with ACSA and school policies, rules and directives
- 6 Maintain an orderly classroom atmosphere conducive to learning
- 7 Meet the standards of teaching performance established by the association
- 8 Establish an effective working relationship with parents, students, and other staff members
- 9 Teach students to strive to develop and practice self-discipline
- 10 Give praise to students when appropriate
- 11 Encourage work habits that will lead to the accomplishment of both short-term and long-term goals
- 12 Serve as appropriate role models for their students in accordance with the standards of the teaching profession
- 13 Respect cultural differences within students

#### **IV. RULES AND REGULATIONS**

**A. Prohibited Conduct or Activities**

Students are expected to attend all classes regularly and on time, complete all assignments, bring needed materials, return required school forms, conform to all class and school rules, and treat others with respect. Failure to act responsibly and to adhere to the standards of conduct and dress

established in this Code will result in consequences according to Section V At school or school-related activities, students are prohibited from:

- 1 loitering/being in the wrong or a restricted area,
- 2 running, pushing, littering, throwing objects (which is not part of a supervised activity), or cutting in line,
- 3 producing loud and unnecessary noises;
- 4 eating, drinking, or gum chewing in unauthorized areas,
- 5 taunting other students,
- 6 violating bus rules,
- 7 dishonesty or cheating,
- 8 using offensive language,
- 9 leaving school grounds without permission,
- 10 possessing certain prohibited articles such as radios/iPODS/cd players, electronic games, laser pointers, toys, etc Note: toy guns and/or toy weapons used in a threatening manner will be a phase II offense;
- 11 gambling,
- 12 engaging in improper physical or sexual conduct.
- 13 violating acceptable use guidelines or ACSA Network Computer On-Line Services,
- 14 distributing or displaying unapproved material that could be offensive to others,
- 15 forging notes, passes, etc ,
- 16 insubordination (failing to comply with lawful directives by school personnel),
17. possessing or using tobacco,
- 18 acting disrespectfully to school personnel,
- 19 fighting (defined as mutual combat in which one person strives to overcome or injure another with motion of the limbs or body).
- 20 extortion, coercion, or blackmail,
- 21 bullying, including intimidation by name calling, ethnic or racial slurs, or derogatory statements that could disrupt the school program or incite violence,
- 22 truancy,
- 23 possessing or using fireworks, explosive devices, or any article that may be used as a weapon, but is not defined as an illegal weapon,
- 24 vandalism/criminal mischief,
- 25 theft.
- 26 making threats,
- 27 participating in prohibited organizations,
- 28 hazing,
- 29 using obscene gestures/intimidating others:
- 30 selling or trading of items other than those approved as fund raising projects.
- 31 engaging in disruptive activities,
- 32 trespassing.
- 33 altering or destroying school records.
- 34 possessing or using stunk bombs.
- 35 unwarranted activation of emergency equipment or fire alarm,
- 36 engaging in sexual harassment/offensive verbal or physical sexual conduct,
- 37 any action which could cause injury or harm to another.
- 38 any conduct punishable as a misdemeanor,
- 39 engaging in conduct that contains the element of public lewdness or indecent exposure.
- 40 assaulting another person.
- 41 engaging in conduct punishable as a felony regardless of time and place,
- 42 selling, giving, or delivering to another person or possessing or using or being under the influence of marijuana, a controlled substance or a dangerous drug.
- 43 selling, giving, or delivering to another person an alcoholic beverage,
- 44 committing a serious act or offense while under the influence of alcohol. or possessing, using or being under the influence of an alcoholic beverage.
- 45 engaging in conduct that contains the elements of an offense relating to abusable glue or aerosol beverage,

- 46 engaging in the offense of retaliation against any school employee,
- 47 using, exhibiting or possessing or threatening to use or exhibit
  - a a firearm
  - b an illegal knife
  - c a club
  - d a prohibited weapon,
- 48 engaging in conduct that contains the elements of the offense of aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child or aggravated kidnapping as defined by statutes,
- 49 engaging in conduct that contains the elements of criminal mischief as defined by statutes regardless of time and place.
- 50 engaging in any other conduct that disrupts the school or environment or educational process,
- 51 BB guns, pellet guns, paint ball guns are prohibited

## **B Offenses to the Person**

### **1 Weapons**

Students are prohibited from bringing to school or any school-related activity any weapons. The Algiers Charter Schools Association will adhere to all provisions of the state and federal laws concerning weapon-free school zones. This prohibition will not normally apply to school supplies such as pencils, compasses, and the like, unless they are used in a menacing or threatening manner. The possession or use of articles not generally considered weapons may be prohibited when, in the principal's or designee's judgment, a reasonable apprehension of danger exists to the student in possession, other students, staff, or school property by virtue of possession or use.

A student shall not go onto the school premises or passenger transportation vehicle of the school with a weapon. The student shall not interfere with normal activities, occupancy, or use of any building or portion of the campus by exhibiting, using or threatening to exhibit or use the firearm, explosive weapon, or illegal knife, or any other knife regardless of style or length of blade not approved by the principal.

### **2 Assaults**

A student commits an assault when he/she intentionally, knowingly, or recklessly causes bodily harm to another, intentionally or knowingly threatens another with imminent bodily injury, or intentionally or knowingly causes physical contact with another person when the student knows or should reasonably believe that the other person will regard the contact as offensive or provocative. A student further commits an assault if he/she intentionally, knowingly, recklessly, or with criminal negligence, engages in conduct that causes serious bodily injury, serious physical or mental deficiency or impairment, disfigurement, deformity, or bodily injury to a child. Students are prohibited from assaulting anyone on school property or at school sponsored or school-related activities. Students are also prohibited from assaulting any employee or volunteer in retaliation for or as a result of the person's employment or association and without regard to whether the assault occurs on or off school property.

### **3 Threats**

Students are prohibited from threatening another student or any other person associated with the school. A threat is defined as a statement, declaration, or other indication of intention to injure or harm another person or another person's property.

### **4 Sexual Harassment**

Sexual harassment or intimidation of any person by any other person(s) will not be tolerated on school property or at any school-related event. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, either verbal or physical, or any conduct or other offensive treatment which interferes with the rights of the other person to be free from conduct creating an intimidating, hostile, or otherwise offensive environment

**C. Rules Regarding General Conduct**

**1 Gangs**

These organizations are composed wholly or in part of students of public schools and seek to perpetuate themselves by taking in additional members from the students enrolled in such schools on the basis of the decision of their membership, rather than upon the free choice of any student qualified by the rules of the school to fill the special aims of the organization

Students are prohibited from pledging, joining, participating in any way, or soliciting any other person to join any fraternity, sorority, secret society, or gang. For the purpose of this Code, "gang" is defined as a group of people who form an allegiance for a common purpose and, collectively or individually, engage in violent, unlawful or criminal activity

**2 Hazing**

No student, with or without consent, shall engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Acts of hazing and failure to report known hazing or planned hazing can result in criminal penalties, as well as school discipline. Hazing means any intentional, knowing, or reckless act directed against a student occurring on or off the school property, by one person alone or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students. The term includes but is not limited to any type of physical activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or the safety of the student

**3 Extracurricular Standards of Behavior**

Sponsors and coaches of extracurricular activities, including interscholastic athletics and marching band, may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs any time, on or off school property. No provision of an extracurricular behavioral standard shall have the effect of discriminating on the basis of sex, race, disability, religion, or ethnicity

Students shall be informed of any extracurricular behavior standards at the beginning of each school year, or in the case of interscholastic athletics and marching band, at the time the students report for workout or practices that occur prior to the actual beginning of classes. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity

Organizational standards of behavior of an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions

**4 Student and Non-School Publications**

All publications edited, printed, or distributed in the name of or within one of the District's schools shall be under the control of the school administration

5 **Tobacco**

Use of tobacco products is recognized by medical authorities as a health hazard both to the user, and in some cases, to other individuals in the proximity of the user. Therefore, students are prohibited from using or possessing tobacco products on school premises during any school term or off school premises at a school related activity, function, or event

6 **Drug/Alcohol Use**

The use of illicit drugs and possession and use of alcohol is illegal and harmful. No student shall possess, use, transmit, or attempt to possess, use or transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity, function or event

- a any controlled substance or dangerous drug as defined by state and federal law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate
- b alcohol or any alcoholic beverage
- c any abusable glue, aerosol paint, or any other volatile chemical substance for inhalation
- d any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs, including caffeine pills, and other over-the-counter stimulants and sedatives

"Use" means a student has smoked, ingested, injected, imbibed, inhaled, drunk or otherwise taken internally a prohibited substance recently enough that it is detectable by the student's physical appearance, actions, breath, or speech

"Under the influence" means a student's faculties are impaired, but the student need not be legally intoxicated

The transmittal, sale or attempted sale of what is represented to be any of the above-listed substances is also prohibited under this rule.

A student who uses a drug authorized by a licensed physician through a prescription specifically for that student's use shall not be considered to have violated this rule

A student who violates this provision shall be subject to disciplinary action, which may include suspension or expulsion, referral for prosecution, and completion of an appropriate rehabilitation program

7 **Paging devices, Beepers, Cellular Phones and Other Forms of Electronic Communication**

Paging devices, beepers, cellular phones, and other electronic communication devices are not to be used during the instructional school day. These devices must be kept in the student's locker or concealed in the student's backpack, purse, or pocket in a de-activated mode (silenced) during the instructional day. The device must be kept out of view at all times. Students in violation of these guidelines will have the item confiscated and only returned at the end of the regular school year unless the student's parent comes to the school to retrieve the device

8 **Disruption of Classes or Lawful Assembly**

No person or group of persons acting in concert shall engage in disruptive activity or disrupt a lawful assembly on the campus or property of any public school

Class disruption is prohibited. Class disruption is any behavior which violates the rules of a particular classroom or interferes with the teacher's ability to present material or the other students' ability to concentrate on the material or their assignments



No student shall be permitted, on school property or on public property within 500 feet of school property, to willfully disrupt, alone or in concert with others, the conduct of classes or other school activities. No student or group of students shall willfully engage in disruptive activity or disrupt a lawful assembly on the campus or property of any school within the association, or any property leased or utilized by the ACSA.

**9 Student Dress Code**

Students shall observe modesty, appropriateness, and neatness in clothing and personal appearance. A student is not considered appropriately dressed if he/she is, or tends to be, a disruptive influence in class or at a school-sponsored or school-related activity because of the mode of dress or appearance. Any clothing, cosmetic contact lenses, hair, or style thereof shall not be worn, or allowed to be worn, at school or at school-sponsored or school-related activities if it is a disturbing influence in class or at school-sponsored or school-related activities and substantially interferes with the purposes of such classes or activities.

The following regulations concerning dress and grooming are deemed necessary in order to comply with the foregoing requirements for proper personal appearance and to avoid disruption of school-sponsored or school-related activities:

- a. All students shall wear shoes to school and to school-sponsored or school-related activities. Shoes that are deemed inappropriate include, but not limited to house shoes, flip-flops, and roller shoes.
- b. All items of clothing shall be of such type and style and be worn in such manner so as not to unduly distract others or be considered immodest. Shirts must be full length. Mesh tops, tank tops, spandex or biker pants/shorts, cut-out, torn-out or unhemmed articles of clothing shall not be worn. Articles of clothing including accessories such as bandanas, belts, buttons, or jewelry referring to alcohol and other drugs, tobacco, profanity, sex, violence, gang membership, or displaying obscene pictures shall not be permitted. Backless or bare midriff attire is not permitted. Hats and caps are not to be displayed in the building. Except for the ears, jewelry on other parts of the face, including nose rings and tongue rings is not permitted.
- c. Appropriate school attire (pants, skirts, dresses, jumpers, shorts, culottes, etc.) will be worn at all times during school hours and at school-sponsored events. For secondary students, the hem of the garment shall at least approximate the knee (no higher than two inches above the top of the kneecap) when the student is standing and wearing the garment appropriately. Pants, shorts, culottes, etc. must be secured around/about the waist. For secondary students, shorts must be "walking" shorts, pants and shorts must have a zipper or button fly.
- d. Campuses may adopt a uniform for their school. Please see your child's school for their individual uniform requirements.

The principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards shall be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

Any student whose dress or grooming violates the dress code or campus uniform policy shall be removed from class until the violation has been corrected.

**10 Bus Rules**

For rules governing conduct on school buses please see the ACSA transportation policy.

**11 Loitering or Trespassing on School Property**

Students found to be loitering or trespassing upon school property will be subject to disciplinary rules and actions. Students or any other person loitering or trespassing upon

school property will be subject to criminal prosecution. School property for the purposes of this act shall include the grounds of any ACSA school and any grounds or building used for school-sponsored or school-related assemblies or activities.

**12 Automobile Usage**

Only high school students possessing a valid automobile driver's license are authorized to drive cars to and from school. Students are to exercise utmost caution driving on the school parking area and must observe a maximum speed of 10mph. Students may only park in designated areas. Students may have their privilege of parking on campus revoked for violations of parking rules. Students will not loiter on the parking lot or in cars. Cars may not be removed during school hours without a pass signed by an administrator. No adult or outsider will be permitted to remove a car without a pass signed by the principal or assistant principal. Violators will be dealt with by the school administration and, in some cases, the cars may be towed away. Owners will be held responsible for paying towing, storage and/or immobilizer fees or costs. Any law or ordinance regulating traffic on a public highway or street applies to the operation of a vehicle on school property.

## **V. STUDENT CODE OF CONDUCT**

Students violating the ACSA's rules of conduct at school or school-sponsored activities shall suffer the disciplinary consequences of their misbehavior. The ACSA's rules of conduct apply to all students on school property or at school-related activities except as noted. In general, discipline shall be progressively administered so that penalties increase due to the severity or persistence of the misbehavior. When imposing discipline, ACSA personnel shall adhere to the following general guidelines:

- 1 Discipline shall be administered when necessary to protect students, school employees, or property and maintain a positive, safe environment.
- 2 Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case. The following factors will be considered:
  - a seriousness of the offense
  - b student's age
  - c frequency of misconduct
  - d student's attitude
  - e potential effect of the misconduct on school environment
- 3 Generally, academic sanctions shall not be used as discipline. However, when the disciplinary infraction is academically related, such as cheating or plagiarism, academic sanctions determined by the teacher may be imposed.
- 4 Police and other law enforcement authorities may be contacted in situations which appear to involve a violation of the law. Students may be subject to arrest, citations, fines or other sanctions imposed by law enforcement authorities.

The ACSA Student Code of Conduct consists of four phases of misbehaviors and consequences. Each phase has an increasing level of intervention designed to assist a student to develop the self-discipline skills that are necessary for responsible student conduct as well as for future functioning in the adult work place.

### **Phase I Misbehaviors**

Phase I misbehaviors are serious and warrant teacher/administrator intervention on the first incident  
Persistent misbehavior is a Phase II offense

Intervention consists of working with a student at the first sign of trouble to promote positive behavior and self-discipline. Often early intervention or correction helps a student avoid further disciplinary actions  
Communication and cooperation are key elements for Phase I interventions. Common Phase I misbehaviors include, but are not limited to, the following

- 1 tardiness/absenteeism
- 2 nonconformity to school or classroom rules
- 3 loitering/being in wrong or restricted areas of campus
- 4 running, pushing, shoving, littering, throwing objects (which is not part of a supervised activity), or cutting in line
- 5 producing loud and unnecessary noises
- 6 eating, drinking, or gum chewing in unauthorized areas
- 7 taunting other students
- 8 failure to complete assignments, bring needed materials, or return school forms (progress report, report card, emergency care card, code of conduct attachment, etc )
- 9 violating safety rules
- 10 violating bus rules
- 11 dishonesty or cheating
- 12 dress code violation
- 13 use of offensive language
- 14 leaving school grounds without permission
- 15 unauthorized possession or use of certain prohibited articles such as paging devices, beepers, cellular phones, other electronic communication devices, radios/cassette players, iPods, electronic games, toys, lighters, matches, laser pointers, etc. Toy guns and/or toy weapons displayed and used in a threatening manner will be a phase II offense
- 16 gambling
- 17 failure to have possession of ID card on campus and at all school events (if required for secondary students)

### **Phase I Consequences**

Discipline techniques include, but are not limited to, the following

- 1 verbal reprimand/warning
- 2 student/teacher conference
- 3 in-classroom disciplinary action
- 4 teacher/parent conference
- 5 conference referral to a counselor
- 6 discipline referral to principal or assistant principal
- 7 withdrawal of various student privileges (including bus riding, senior activities, computer on-line services, attendance or participation in extra-curricular activities)
- 8 detention
- 9 confiscation of prohibited article
- 10 other appropriate discipline management techniques

Repeated or persistent violations of Phase I misbehaviors may be considered as Phase II misbehaviors

## **Phase II Misbehaviors**

Phase II misbehaviors are more severe and/or more persistent than Phase I misbehaviors. The student's conduct infringes upon the rights of other students or adults. The student's conduct negatively impacts the educational efficiency of other students and the staff. The administrator who is working with the student shall invite the parents to participate in a conference in order to review Phase I procedures that have been attempted, in order to solicit their cooperation in changing the student's behavior, and to inform them of the serious consequences of persistent Phase II misbehaviors.

Persistent Phase II misbehavior becomes a Phase III offense. Common Phase II misbehaviors include, but are not limited to, the following:

- 1 repeated or combined Phase I misbehaviors
- 2 distributing or displaying unapproved material that could be offensive to others
- 3 forgery of notes, passes, etc
- 4 insubordination (failing to comply with lawful directives by school personnel)
- 5 possession or use of tobacco or tobacco products
- 6 disrespect to school personnel
- 7 fighting (defined as mutual combat in which one person strives to overcome or injure another with motion of the limbs or body)
- 8 extortion, coercion, blackmail, i.e., obtaining money or objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force
- 9 bullying, includes intimidation by name calling, ethnic or racial slurs, or derogatory statements that could disrupt the school program or incite violence
- 10 truancy/"skipping school"
- 11 possession of drug paraphernalia including, but not limited to pipes, roach clips, rolling paper, et al
- 12 possession or use of fireworks, explosive devices, or any article which may be used as a weapon or toy gun and/or toy weapon used in a threatening manner, but is not defined as an illegal weapon according to Louisiana law including any knife not approved by the principal
- 13 vandalism
- 14 theft
- 15 threat
- 16 involvement with prohibited organizations (gangs, secret societies, etc.)
- 17 hazing
- 18 use of obscene gesture/intimidation of others
- 19 selling or trading of items other than those approved as fund raising projects
- 20 disruptive activities
- 21 trespassing
- 22 altering or destroying school records
- 23 possession or use of stink bombs
- 24 unwarranted activation of emergency equipment or fire alarm
- 25 indecent exposure
- 26 sexual harassment (verbal or physical)
- 27 any action which could cause injury or harm to another
- 28 any other conduct punishable as a misdemeanor except as listed in Phase III or IV
- 29 engaging in behavior off campus and not at a school sponsored activity that is defined as a felony offense
- 30 violation of the acceptable use of technology resources as outlined in the student handbook
- 31 all BB guns, pellet guns, and paint ball guns are prohibited
- 32 inappropriate physical or sexual contact

## **Phase II Consequences**

Consequences of Phase II misbehaviors include, but are not limited to, the following

- 1 any Phase I consequence or combination of consequences
- 2 in-school suspension
- 3 suspension
- 4 notification of outside agency and/or police with filing of charges when appropriate
- 5 behavior contract
- 6 teacher removal from class
- 7 behavior improvement program

## **Phase III Misbehaviors**

Phase III misbehaviors are such that the student has disrupted or threatens to disrupt the school's efficiency to such a degree that his/her presence is not acceptable. Common signs of Phase III misbehaviors include, but are not limited to, the following offenses committed on school property or within 300 feet of school property, or while attending a school sponsored or school related activity except as noted

- 1 engages in conduct that is punishable as a felony which is not a Phase IV misbehavior
- 2 engaging in conduct off campus defined as a felony offense
- 3 engages in conduct that contains the offense of assault or terroristic threat
- 4 possesses, uses or is under the influence of marijuana or another controlled substance  
**If such conduct is punishable as a felony, the offense is elevated to a Phase IV offense.**
- 5 commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage  
**If such conduct is punishable as a felony, the offense is elevated to a Phase IV offense.**
- 6 engages in conduct that contains the element of an offense relating to an abusable volatile chemical
- 7 engages in conduct that contains the elements of public lewdness or indecent exposure
- 8 engages in conduct that contains the elements of retaliation against any school employee regardless of time or place
- 9 engages in conduct that contains the element of breaching computer security
- 10 use or possession of hacking software or any other software capable of causing harm
- 11 engages in conduct that contains the elements of assault against an ACSA employee or a volunteer as a result of the person's employment or association and without regard to whether the conduct occurs on or off school property
- 12 engages in a second drug related offense during the school year

## **Phase III Consequences**

Consequences of Phase III misbehaviors include, but are not limited to, any of the following

- 1 expulsion from ACSA schools for the remainder of the school year
- 2 notification of police, with filing of charges when appropriate
- 3 permanent removal from the class of the teacher reporting the offense
- 4 withdrawal of various privileges (computer access)

Students under expulsion are prohibited from being on school property or attending school related activities on or off school property

### **Phase IV Misbehaviors**

Phase IV misbehaviors are such a serious nature that the student shall be expelled if they commit any of the following offenses on school property or at a school activity on or off school property

- 1 use, exhibition or possession of:
  - a a firearm
  - b an illegal knife
  - c a club
  - d any foreign object intended or modified for use as a weapon
- 2 engaging in conduct that contains the elements of the offense of
  - a aggravated assault
  - b sexual assault
  - c aggravated sexual assault
  - d arson
  - e murder
  - f capital murder
  - g attempt to commit murder or capital murder
  - h indecency with a child
  - i aggravated kidnapping
  - j aggravated robbery
  - k manslaughter
  - l criminally negligent homicide
- 3 engaging in conduct that contains the elements of any offense listed in sections 1 and 2 of Phase IV against any employee in retaliation for or as a result of the employee's employment with a school district regardless of time and place
- 4 engages in conduct that involves the selling, giving, or delivering to another person or felony level possession, use or under the influence of
  - a marijuana or a controlled substance
  - b any dangerous drug
- 5 engages in conduct involving the selling, giving, or delivering to another person an alcoholic beverage or commits a serious act or offense punishable as a felony while under the influence of alcohol or engages in conduct punishable as a felony involving the possession, use or being under the influence of an alcoholic beverage

### **Phase IV Consequences**

Phase IV consequences will be

- 1 expulsion
- 2 notification of police, with filing of charges when appropriate
- 3 notification sent to an authorized officer of the juvenile court of Orleans Parish

Expelled students are prohibited from being on school grounds or attending school-related extracurricular activities during the period of expulsion. The provisions for expulsion are outlined later in this document

## **VI. ACSA ATTENDANCE POLICY**

Please see the section on attendance in the Student Handbook for full information regarding the ACSA's student attendance policy

## **VII. SPECIAL PROVISIONS**

### **A. Interrogations, Searches and Electronic Surveillance**

School authorities may search a student, student lockers, student automobiles or other possessions or property under their control, and may seize any prohibited, illegal or otherwise unlawful contraband, including weapons, discovered as a result of the search. Such searches may be conducted because there is probable cause or upon securing the student's voluntary consent.

The administration is authorized to utilize canines whose reliability and accuracy for sniffing out contraband has been established to aid in the search for contraband in school-owned property and automobiles parked on school property.

Metal detectors may be used on a random basis to detect and deter weapons-related infractions. If any contraband, including weapons, is found, the student is subject to appropriate disciplinary action, including removal, suspension, or expulsion.

Electronic surveillance may be used to monitor student behavior and school owned property. Student behavior recorded on electronic surveillance equipment is subject to all provisions of the student code of conduct.

**B. Physical Restraint**

Any ACSA employee may, within the scope of their duties, use and apply reasonable physical restraint to a student if the employee reasonably believes such restraint is necessary in order to

- 1 Protect a person, including the person using physical restraint, from physical injury
- 2 Obtain possession of a weapon or other dangerous object
- 3 Protect property from serious damage
- 4 Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures
- 5 To restrain an irrational student

**C. Students Taken into Custody**

Before a student at school is arrested or taken into custody by a law enforcement officer or other legally authorized person, the principal shall verify the official's identity. To the best of his or her ability, the principal shall verify the official's authority to take custody of the student and then shall deliver over the student.

The principal shall immediately notify the CEO or designee and ordinarily shall notify the parent or guardian of the student. If the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents at that time, the principal shall not notify the parents.

**D. In-School Suspension**

A special area in the school may be designated as the in-school suspension room and supervised by a teacher, administrator, or other designated staff member. In this setting, the student receives, to the extent possible and as determined by the campus principal, assignments/instruction in each course with little or no opportunities for social interaction with peers. The intent of this disciplinary action is to deter student misbehavior, reduce incidences of school disruption, and provide students the best educational opportunities possible. The length of time for this action will be determined by the nature of the discipline problem and the cooperation of the student and his/her parents or guardians.

**E. Detention**

For minor infractions of the code of conduct or other policies and regulations, teachers may detain students after school hours. Before assigning students to detention, the teacher shall inform the student of the conduct that allegedly constitutes the violation, and the student shall be given an opportunity to explain his or her version of the incident.

When detention is used, notice shall first be given to the student's parent or legal guardian to inform the parent of the reason for the detention and permit arrangements for the necessary transportation of the student. Except in the case of a student who is 18 or older, the detention shall not begin until the parent has been notified. The student's parent or guardian, if the student is a minor, may be required to provide transportation when the student has been assigned to detention.

## **VIII. REMOVAL OF STUDENTS**

### **A. Campus Discipline Person**

The campus discipline persons on each campus shall be the principal and assistant principal. Duties shall include the authority to

- 1 Assess and implement the campus discipline management program
- 2 Remove a student from campus for emergency reasons
- 3 Suspend a student for no more than five days for each separate disciplinary infraction
- 4 Recommend a student for expulsion

The principal is authorized to expel students

### **B. Teacher Removals**

A teacher has authorization to remove a student under three circumstances

- 1 A teacher may send a student to the principal's office in order to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline management techniques consistent with ACSA Student Code of Conduct
- 2 A teacher may remove from class a student whose behavior has been **documented by the teacher** to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. A teacher may also remove a student whose behavior the teacher determines is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or the ability of the student's classmates to learn.

*If a teacher removes a student from class under this section, the principal shall schedule a conference, consisting of the principal or campus discipline person, the student's parents, the teacher, and the student, no later than the third class day after the day in which the student is removed from class. At the conference, the student is entitled to written or oral notice of the reasons for removal, and an opportunity to respond to the reasons for the removal. Following the conference, and whether or not all requested parties are in attendance after valid attempts to require their attendance, the principal may place the student into another appropriate classroom or into in-school suspension. The principal may not return the student to that teacher's class without the teacher's consent unless it is determined that such placement is the best or only alternative available. The terms of removal may prohibit the student from attending or participating in school-sponsored or school-related activities.*

- 3 A teacher shall remove from class and send to the principal for disciplinary action including expulsion, as appropriate, a student who engages in conduct described under Phase III or Phase IV of the Student Code of Conduct. The student may not be returned to that teacher's class unless the disciplinary review committee determines that such placement is the best and only alternative available.

### **C. Emergency Removals**



Students may be removed from regular classes or ACSA premises for nondisciplinary health, welfare, and safety reasons when the principal or campus disciplinary person determines that an emergency exists. Reasons constituting an emergency include, but are not limited to

- 1 Being under the influence of alcohol or drugs
- 2 Being highly agitated
- 3 Suffering from any other condition that temporarily threatens the student's welfare, another individual's welfare, or the efficient operation of the school

Any student removed from school for a reason shown above who is in a condition that threatens, his/her own welfare or the welfare of others, shall be released to the parents, the parents' representative, or other proper authority, including, but not limited to, law enforcement officers and medical personnel

**NOTE:** The ACSA school shall make reasonable efforts to notify the parents prior to removing a child from school premises. If the parents cannot be notified prior to removal, they shall be notified as soon as possible of the reasons for removal

**D. Suspension**

A suspension may not exceed five school days per occurrence

Suspended students are prohibited from being on school grounds or attending school-sponsored or school-related extracurricular activities except by special permission

**E. Scholastic Penalties**

If a student is suspended, the student's absence shall be considered to be an excused absence if the student satisfactorily completes the assignments for the period of the suspension. Make-up work from a suspended student shall not be penalized. The number of days the student has to make up the work after returning to school is equal to the length of the suspension

Pending an appeal of an expulsion, a student will be allowed to remain current on all course work. However, if the appeal is denied, the student will not receive credit for that work

**F. Students with Disabilities**

Students with disabilities are subject to the same discipline rules as non-disabled students, but with limitations. After the removal of students with disabilities for more than 10 school days, consecutive or cumulative, for any reason, the student must be provided with procedural safeguards. Procedural safeguards are a set of technical state and federal laws that override all other state laws to the contrary. For specific information regarding students with disabilities, please refer to the Exception Student Services Resource Guide

**G. Notice to Parents and Conference**

Before suspending a student, the campus discipline person shall conduct a conference in which the student shall be advised of the charges against him/her and shall be given a chance to explain his/her version of the incident

The student's parents shall be notified by telephone or other appropriate means as soon as reasonably possible of a suspension. Parents are responsible for adequate supervision of the student during suspension

## **H. Appeal Process**

A request to appeal a decision of the principal to remove a student shall be made in writing to the principal's office at the time of notice of the removal or no more than five (5) days from the notice of disciplinary action

The following sequence will be utilized for appeals of the principal's decision

- 1 School Disciplinary Review Board – to determine whether to uphold, reverse or modify the initial disciplinary action
- 2 ACSA CEO or designee (only to review if ACSA procedures and guidelines have been followed)

In all cases decision of the School Disciplinary Review Board are final

## **X. EXPULSION**

### **A. Offenses Warranting Expulsion**

A student may be removed from school and expelled if the student commits designated Phase III offenses and shall be expelled if the commit a Phase IV offense

### **B. Expulsion Term**

The principal shall set a term for the expulsion based on the seriousness of the offense and other relevant factors. The expulsion may not extend beyond the end of the school year unless the conduct directly leading to the expulsion occurred during the final grading period of the school year, in which case the expulsion may extend beyond the end of the current school year but not beyond the end of the first semester of the next school year

A student who brings a firearm to school shall be expelled from all ACSA schools for a period of at least one calendar year. The CEO may modify the length of the expulsion in the case of an individual student

Expelled students are prohibited from being on school grounds or attending school-related extracurricular activities during the period of expulsion

The ACSA will not enroll students who have been expelled by another school district until the term of that expulsion has expired

### **C. Due Process**

Before a student is expelled, the principal shall provide the student an opportunity for a hearing at which the student is afforded due process, which shall include the following:

- 1 Prior notice of the charges and the proposed sanctions so as to afford a reasonable opportunity for preparation
- 2 Right to a full and fair hearing before the School Disciplinary Review Board
- 3 Right to an adult representative or legal counsel
- 4 Opportunity to testify and present evidence and witnesses in his or her defense
- 5 Opportunity to examine the evidence presented by the school administration and question the administration's witnesses

All expulsion hearings should be held within ten (10) days after a recommendation for expulsion is issued. The student is entitled to one postponement of an expulsion hearing for a period of not more than three (3) calendar days. The request for postponement shall be in writing. Once the hearing

starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay

The notice shall be in writing and shall advise of the nature of the evidence to be used against the student. The decision shall be based exclusively on evidence presented at the hearing. The final decision shall be communicated promptly to the student and parent. The parent will be notified of

1. Right to appeal to the ACSA Board
2. Notice of the parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, and
3. Notice of the alternative educational placements available to the student during the time of expulsion

**D. All Students: Notice and Representation**

At a hearing on expulsion, the student may be represented by any adult of the student's choice. The student and student's representative shall be notified in writing of the date, time, and place of the expulsion hearing at least five days prior to the hearing. If the ACSA makes a good faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, the ACSA may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

**E. Appeal Process**

A request to appeal a decision of the principal to expel shall be made in writing to the ACSA secretary with five working days after notice of expulsion. A committee of three ACSA Board Members will review the written request and recommend to the ACSA uphold, reverse, or administer another consequence (i.e. 10 day suspension). Decisions of the ACSA Board are final.

**F. Students with Disabilities under Section 504**

A student with a disability according to section 504 shall not be expelled unless the ACSA first determines that the misbehavior is not a manifestation of the student's disability. That determination may be made by the same group of people who make placement decisions. The group must have available to it evaluation data that is recent enough to afford an understanding of the student's current behavior.

**G. Emergency Expulsion**

A principal or the principal's designee may order an immediate expulsion if he or she reasonably believes the action is necessary to protect persons or property from imminent harm.

The student and/or parent will be given oral notice of the reason(s) for the emergency expulsion.

Within a reasonable time, a full expulsion hearing will occur.

## **XI. COMMUNICATION**

**A. Communicating the Student Code of Conduct**

At the beginning of each school year, parents will be issued copies of the Student Code of Conduct. They will be expected to acknowledge receipt by signing and returning the accompanying statement. Students and teachers joining the ACSA late will also receive copies. Campus personnel will explain and discuss the Student Code of Conduct with their students. A copy of the Student Code of Conduct shall be posted and prominently displayed at each school campus. Any changes in the code

will be communicated to teachers at the beginning of each semester. They will be expected to explain and discuss the changes with their homeroom class. The principal of each campus is responsible for assessing the Student Code of Conduct and recommending suggestions for necessary changes to the ACSA Central Office.

**B. Cooperation with Governmental and Community Agencies**

The ACSA will cooperate with all government agencies, including the police, the Student Resource Officers (as provided to the ACSA's secondary schools by the New Orleans Police Department) and Orleans Parish Juvenile Court, in their endeavors to dispense information and provide appropriate alternatives and/or educational opportunities for students.

**C. Reporting to Local Law Enforcement**

The principal or a person designated by the principal shall notify the New Orleans Police Department if the principal has reasonable grounds to believe that any of the following activities occur in school, on school property, or at a school-sponsored or school-related activity on or off school property, whether or not the activity is investigated by school security officers:

1. deadly conduct
2. a terroristic threat
3. the use, sale or possession of a controlled substance, drug paraphernalia, or marijuana
4. possession of a weapon
5. any conduct that may constitute a criminal offense

A person making notification shall include the name and address of each student the person believes may have participated in the activity.

A person is not liable in civil damages for reporting in good faith as required by this section.

**D. Reporting Drug Offenses**

All school employees are encouraged to report any drug or alcohol use. A teacher, school administrator, or school employee is not liable in civil damages for reporting to a school administrator or governmental authority, in the exercise of professional judgment within the scope of the teacher's, administrator's, or employee's duties, a student whom the teacher suspects of using, passing, or selling, on school property:

1. Marijuana or another controlled substance
2. An abusable glue or aerosol paint, or other volatile chemical if the substance is used or sold for the purpose of inhaling its fumes or vapors
3. An alcoholic beverage

In addition to disciplinary actions prescribed in the Student Code of Conduct, students who are suspected of violating the ACSA's drug/alcohol policy will be reported to a campus counselor for possible intervention.



# Algiers Charter Schools Association

*Education...Just Different*

## STUDENT CODE OF CONDUCT SIGNATURE FORM 2006-2007 SCHOOL YEAR

**Students and parents are requested to complete all blanks on this form and return it to the school within seven (7) days. Your signature below indicates that you have received and read the Student Code of Conduct.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Grade Level/Homeroom Teacher

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Recieved

**FIRST AMENDED BY-LAWS**  
**OF THE**  
**ALGIERS CHARTER SCHOOL ASSOCIATION, INC.**

**ARTICLE I: Designation and Articles of Incorporation**

The Name, Purposes, Limitations and Duration of the Algiers Charter School Association, Inc , sometimes hereinafter referred to as "the Association," are stated in its Articles of Incorporation.

**ARTICLE II: Offices**

2 1 Principal Office. The principal office of the Algiers Charter School Association, Inc. shall be located within the Algiers community, currently designated Ward 15 in New Orleans, Louisiana

2 2 Other Offices. The Association may have such additional offices within the State of Louisiana as the Board of Trustees may establish.

**ARTICLE III. Structure**

3.1 Members. The Association shall not be a membership organization, and shall have no members.

3.2 Stock. The Association shall be organized on a non-stock basis

**ARTICLE IV: Board of Trustees**

4.1 General Powers. The Board of the Association shall be referred to as the Board of Trustees. Subject to the limitations contained within the provisions of the Louisiana Non-profit Corporation law (La R.S. 12 201 et seq.), the Articles of Incorporation, these By Laws, and all policies established by the Association's Board of Trustees, the Board of Trustees shall set the policies of the Association, shall supervise manage, and control the affairs and activities of the Association, and may adopt positions

on issues of substance related to the purposes of the Association. All powers of this Association shall be exercised by, or under the authority of, the Board of Trustees Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Trustees shall have the following powers, to wit:

(1) To select and remove the officers of this Association, to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-profit Corporation law, the Articles of Incorporation, or these By Laws, and to employ, discharge, and fix the compensation of, Association personnel.

(2) To conduct, manage, control and establish policies concerning the affairs and business of the Association; to determine on an annual or other basis the substantive areas in which the Association's activities are to be concentrated; to establish on an annual or other basis the priorities of the Association, and to oversee generally the implementation of the Association's program.

(3) To borrow money and incur indebtedness for the purpose of the Association, and to cause to be executed and delivered therefore, in the name of the Association, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefore

Among the policies to be set by the Board shall be policies prescribing the obligations of Board members with respect to fundraising and financial contributions, attendance at Board meetings, and commitment of time and effort to the affairs of the Association.

4 2 Number and Qualification of Trustees. The authorized number of Trustees, to be set by the Board of Trustees, shall be no less than three (3) and shall not exceed seven (7). At least one member of the Board of Trustees shall possess significant experience in financial affairs, to assist the Board in better managing the fiscal affairs of the Association.

4.3 Appointment and Initial Term of Office. The Board of Trustees shall be made up of the following Algiers residents, who shall serve as Trustees through June 30, 2009 ("Initial Term"), subject to the provisions of this Article 4 regarding qualification, resignation and the filling of a vacancy:

Seat 1- Vacant

Seat 2 - Elsie Rose

Seat 3 -Dr Myles M. Seghers

Seat 4 - Glen Orgeron

Seat 5 - Cassandra Bookman

Seat 6 - Mark McNamara

Seat 7 - Calvin Turner

4.3.2. Subsequent Terms.

After the Initial Terms expires, the Subsequent Term for Board Seats 1 through 7, shall expire three (3) years from the election to the Board, subject to the Article IV, Section 4.4 governing a Board vacancy. The Board of Trustees shall elect the Trustees to serve subsequent terms.

4.3 3 General Provisions applying to all Terms.

The term of each Trustee shall expire upon the election and qualification of their successors. Trustees may serve no more than two full terms consecutively. Should a Trustee fill a vacancy with less than twelve (12) months left in the unexpired portion of the term of the vacant Trustee Seat, the filling of the vacancy shall not be considered a full term.

4.3 3. Qualifications of Trustees

Subsequent to the expiration of the initial term, Board Seats 1 through 7 will be filled and occupied by a member of the Algiers community, who has either resided or been employed in Algiers for no less than 3 years prior to his or her application for service on the Board, has demonstrated substantial involvement or significant experience



in either education or community service in the Greater New Orleans Metropolitan area and fulfills other criteria that may be specified by the Board.

#### 4.4 Board Vacancies

4.4.1. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies resigns, or is removed, or if the authorized number of Trustees is increased

4.4.2. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under Louisiana Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend three (3) or more meetings of the Board of Trustees in any calendar year

4.4.3. Removal of a Trustee for one or more of the reasons listed in subsection 4.4.2. above may be initiated by written petition of any member of the Board. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Trustee whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board of Trustees shall be taken in public. After reasonable notice and an opportunity to respond, a Trustee may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Trustees then serving if in their judgment the best interests of the Association would be served thereby

4.4.4. A vacancy on the Board shall be filled in the manner of selection as prescribed in Article IV, Section 4.3. Notwithstanding, until such time as a Trustee is elected and qualified to fill a vacancy, a vacancy may be filled by a majority vote of the remaining Trustees, although less than a quorum. Each Trustee so elected shall hold office until a successor has been appointed and qualified. Any vacancy shall be filled only for the remainder of the term of the Trustee whose seat is vacant

4.4.5. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

4.5 Resignation. Subsequent to the initial meeting of the Board, November 4 2005, any Trustee may resign at any time by notifying the Board President or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

4.6 Compensation Trustees shall not receive any salaries or fees for their services as Trustees, and shall be further prohibited from serving the Association in any other capacity or providing goods and services and receiving compensation therefore. To the extent permitted by law, Trustees may be reimbursed for ordinary and necessary expenses that he or she may incur in transacting business on behalf of the Association, but only after securing written approval from the President of the Board prior to incurring such expenses.

4.7 Indemnification of Trustees. To the fullest extent permitted by law, the Association shall indemnify its Trustees and Officers, or former Trustees and Officers against judgments and fines (whether civil, criminal, administrative, or investigative) and amounts paid in settlement, costs, and expenses (including reasonable attorneys' fees) actually and necessarily incurred by him or her in connection with the defense of any pending or threatened action, suit, or proceeding in which he or she is or may be made a party by reason of having been such Trustee or Officer, for acts or omissions committed within the scope of activity as a Trustee or Officer, provided that the Board of Trustees determines that the person or persons to be indemnified reasonably believed that he or she was acting in the best interests of the Association, and did not act willfully, with gross negligence, or with fraudulent or criminal intent

## **ARTICLE V: Officers of the Board**

5.1 **Officers.** The Officers of the Association shall be a President and Vice President/Secretary and other officer so created by a vote of at least 2/3 of the Trustees then serving. The Association may also have, at the discretion of the Board of Trustees, such other Officers as may be appointed by the Board of Trustees.

5.2 **Election.** The Board of Trustees shall elect the Officers annually. Each officer shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. Officers may serve more than one term. In electing its officers, the Board may seek recommendations from, the Nominating Committee. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Trustees, by majority vote of the Board of Trustees.

5.3 **Resignation and Removal.** Any Officer may resign his or her office at any time by notifying the President or Vice President/Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. An Officer may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Trustees then serving if in their judgment the best interests of the Association would be served thereby.

5.4 **President.** It shall be the duty of the President of the Board to preside at all meetings of the Board, to name the members of all standing and special committees of

the Board and to fill all vacancies in the membership of such committees, in accordance with the provisions of these Bylaws

5.5 Vice President/Secretary. It shall be the duty of the Vice President/Secretary of the Board to preside at all meetings of the Board in the absence of the President of the Board. The Vice President/Secretary shall also serve as custodian of the Board's records. Copies of all minutes, papers and documents of the Board may be certified to be true and correct copies thereof by the Vice President/Secretary of the Board or legal counsel if serving as Secretary of the Meeting

#### **ARTICLE VI: Board Committees**

6.1 Committees. The Board of Trustees may create and organize itself into various other committees in order to better fulfill its responsibilities, including Committees to address Finances, Personnel and Grievances. Members of the Association's Executive Management, including without limitation, the Director and Non-Academic Manager, may also serve on a committee of the Board. Any such committee shall not be authorized to act on behalf of the Association, but shall serve solely in an advisory capacity in making such recommendations to the Board of Trustees as it concludes are desirable or expedient.

6.2 Nominating Committee. The Board shall have as a standing committee, a Nominating Committee, consisting of no less than three (3) members who either reside or are employed in the Algiers community. Non-Trustees may serve on the Nominating Committee. The Nominating Committee shall be responsible for reviewing the applicants for appointment to the Board of Trustees, for making recommendations for appointment to the Board of Trustees for vote by the Board of Trustees

6.3 Appointment and Term of Committees. The President of the Board shall appoint members of all committees. The term of committee appointees shall run concurrently with that of the President of the Board. Vacancies occurring among the appointive members of any committees, however arising, shall be filled by the President of the Board for the remainder of the term.

**ARTICLE VII: Meetings of the Board**

7.1 Annual, Regular, Special Meetings and Committee Meetings All annual regular, special and committee meetings of the Board of Trustees shall be held in accordance with La. R.S. 42:4.1, et seq.

7.2 Regular Meetings. Beginning with the 2006-07 School Year, the Board shall attempt to meet monthly, but in no case less than ten (10) times per year at a meeting location to be determined by the President of the Board, and within the Algiers community, currently designated Ward 15 in New Orleans, Louisiana.

7.3 Special Meetings. A special meeting of the Board may be called by the President of the Board and shall be called by the President of the Board upon receipt of a written request signed by four (4) members of the Board specifying the purpose of the desired meeting. Notification shall be sent by mail or wire to each member of the Board at least five (5) calendar days before the time of the meeting.

7.4 Quorum. Four (4) of the authorized Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees. Not less than one-half (1/2) of the Trustees presently serving on any committee shall be necessary to constitute a quorum for the transaction of business at any such committee meeting, but

in no event shall a quorum consist of fewer than two Trustees. Any or all Trustees may participate in any meeting of the Board of Trustees or any committee of the Board.

7.5 Rules of Order. When not in conflict with any of the provisions of these Bylaws, Robert's Rules of Order (latest revision) shall constitute the rules of parliamentary procedure applicable to all meetings of the Board

7.6 Order of Business. The order of business for regular meetings of the Board may ordinarily be as follows:

- (1) Roll call
- (2) Approval of minutes
- (3) Old business
- (4) Reports and recommendations of committees
- (5) Reports and recommendations of the Director
- (6) New business and Action Items
- (7) Remarks from Trustees
- (8) Adjournment

7.7 Open Meetings. All regular meetings of the Board shall be open except when otherwise ordered by the Board for the consideration of executive matters as prescribed by law, LSA-R S. 42 6.1 et seq. No final or binding action shall be taken in a closed or executive session. The President of the Board shall prepare and forward to each member of the Board a tentative agenda for the meeting. At his or her discretion, the President of the Board may place a particular item or subject on the agenda upon the request of any member of the Board. Additionally, if 72 hours prior to a scheduled meeting, a majority of the Board concurs that a particular item or subject should be placed on the Board's agenda as determined by a poll conducted by the President, the item or subject shall be placed on the agenda. All matters requiring action of the Board,

however, may be acted on even though not carried on the agenda, if agreed upon by 2/3 of the Board members present.

7.8 Public Comment. Citizens or other individuals or delegations who desire to speak on an agenda item before that item is discussed and voted on by the Board may do so by submitting a fully completed and signed "Speaker's Card" and submitting it to the President of the Board or Secretary of the Meeting prior to the start of the Board meeting and up until the Roll Call. After Roll Call has begun, any further requests to address the Board may be denied at the Board's discretion. In the case of a delegation wishing to address the Board, each delegation shall select one of its members to be its speaker and identify the speaker on the submitted Speaker's Card. Comments by any speaker shall be strictly limited to the agenda item before the Board. Scheduled and unscheduled comment periods shall be limited to a total of one half-hour (30 minutes) with individual speakers limited to three (3) minutes at the discretion of the Board. Speakers shall refrain from making accusatory or defamatory comments about individuals by name. Speakers who violate this policy may be denied the opportunity to continue to address the Board during that meeting. Each speaker may address the Board only once per meeting.

7.9 Minutes. The minutes of the meetings of the Board shall record official action taken upon motions or resolutions that are voted upon by the Board, and may contain a summary or report and pertinent discussion. In all cases when the action is not by a unanimous vote, the "ayes", "nays", and abstentions of the individual members shall be recorded upon the request of any member of the Board. The minutes of the Board

become official only when completed by the Secretary of the Meeting and approved by the Board.

**ARTICLE VIII: Miscellaneous**

8.1 Tax Returns and Financial Statements The Association shall file timely its annual federal income tax as required by the tax regulations and instructions.

8.2 Execution of Documents. The Board of Trustees may authorize any officer or officers, agent or agents, or the Trustee, to enter into any contract or execute any instrument in the name of and on behalf of the Association, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Trustees, no officer, agent, or other person shall have any power or authority to bind the Association by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

8.3 Compliance Public Records Law. The Association shall comply with all aspects of the Louisiana Public Records Law R.S. 44 1 *et seq.*

8.4 Inspection of By-Laws The Association shall keep in its principal office (once established) and official website the original or a copy of these By Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Trustees at all reasonable times during office hours

8.5 Fiscal Year The Fiscal Year of the Association shall begin on - July 1 and end on June 30, unless otherwise determined by the Board of Trustees

8.6 Accountant and Legal Counsel The Association shall have the right to have an accountant and legal counsel



8 7 Policies and Procedures. Any action by the Board establishing policy or methods of procedure, administrative, business, academic or otherwise, not contained in these Bylaws shall be known as "Policies and Procedures of the Board".

8 8 Policies and Procedures of the Board may be adopted by the Board, or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with law.

**Article IX: Articles of Incorporation and By Laws**

9.1 Adoption. The Articles of Incorporation or these By-Laws may be adopted by a majority vote of the Trustees of the Association.

9 2 Alteration, Amendment, or Repeal. The Articles of Incorporation or these By-Laws may be altered, amended, or repealed by the vote of a two-thirds majority of the Trustees of the Association then presently serving.

ADOPTED this 17 day of March 2006 I certify that the foregoing Bylaws of Algiers Charter School Association, Inc were approved and adopted by and on behalf of the Association by its Board of Trustees on March 17 2006, and are currently in effect

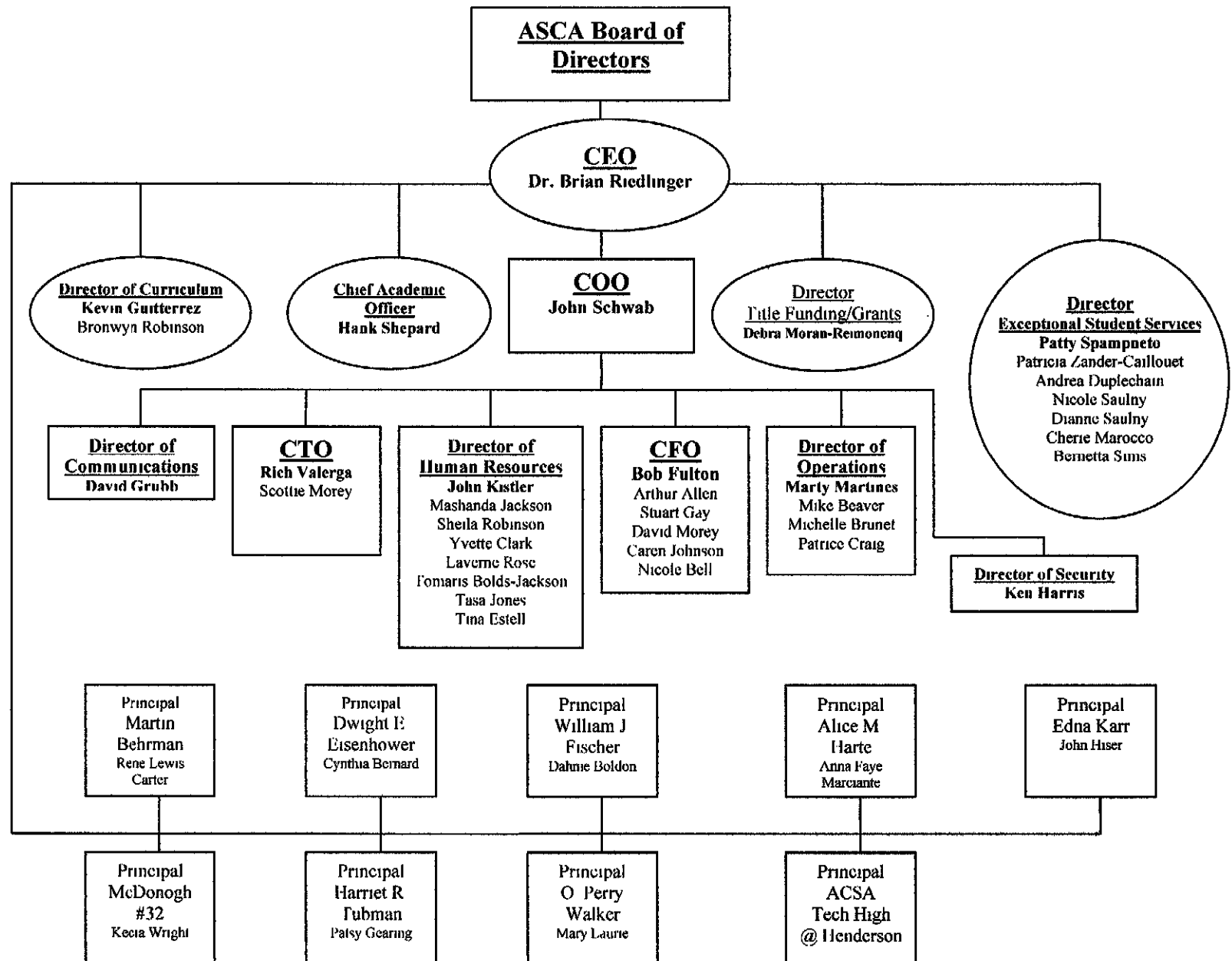
Date: March 17, 2006

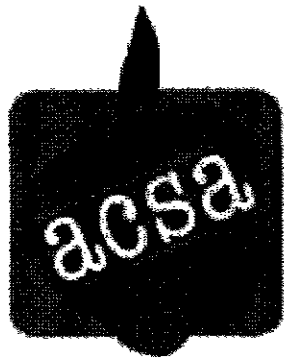
  
Vice President/Secretary



# Algiers Charter Schools Association

Education... Just Different





# Algiers Charter Schools Association

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*Education...Just Different*

## **Employee Handbook** **School Year 2006-7**

Version 7.0  
Issued November 2006

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## **1. Introduction to ACSA**

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### **1.1. Welcome to ACSA**

Thank you for joining ACSA! You have a great contribution to make to the education of children and we hope that you will find your employment at ACSA to be a professionally rewarding experience. We look forward to working together to create opportunities for children becoming successful lifelong learners.

You have joined an organization that has established an outstanding reputation for quality. Credit for this has gone to everyone involved in this organization and we hope that you, too, will find satisfaction and take pride in your work here. As a member of ACSA's team, you will be expected to contribute your talents and energies to help us realize our goal of helping make our ACSA Schools "world class" educational institutions in the next 3-5 years.

This Employee Handbook should provide answers to most of the questions you may have about our benefit programs, policies, and procedures. You are responsible for reading and understanding this Employee Handbook. If anything is unclear, please discuss the matter with your supervisor. In the back of the handbook you will find a form of Acknowledgement and Receipt of this handbook to sign and return to the Human Resources Department.

I extend to you my personal best wishes for your success and happiness at ACSA.

Sincerely,

Dr Brian Riedlinger  
Chief Executive Officer, ACSA

## **1.2. About This Handbook**

This Employee Handbook is not a contract of employment or a warranty of benefits. It has been prepared to inform you of ACSA's employment practices, and policies, as well as the benefits provided to you as a valued employee. It applies to all employees and all employee classifications.

ACSA is constantly in the process of revising and improving its policies, procedures, and benefits and may decide to change those contained in this handbook over time. When this happens, ACSA will make you aware of any changes in future editions of this handbook and/or by bulletin board postings or other communications. Only ACSA's Chief Executive Officer, Chief Operating Officer and Director of Human Resources can add to, delete, or change any policies, procedures, or benefits contained in this handbook and they can do so at any time without prior notice.

If any provision in this Employee Handbook is found to be unenforceable and invalid, such a finding will only invalidate that particular provision and will not invalidate the entire Employee Handbook.

This Employee Handbook replaces and supersedes any and all other or previous ACSA Employee Handbooks and any other ACSA policies whether written or oral.

## **1.3. What You Can Expect From ACSA**

ACSA believes in creating a harmonious working relationship between all employees. In pursuit of this goal, ACSA has created the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace and experience with a primary focus on children.
2. Select employees on the basis of skill, training, ability, attitude, and character without regard to age, sex, race, religion, national origin, disability, veteran status, political belief, sexual orientation, marital status, or familial status
3. Compensate all employees fairly.
4. Provide competitive employee benefits and comfortable and progressive working conditions.
5. Provide paid time off and holidays, and other paid and unpaid leave to all eligible employees
6. Provide health and welfare benefits to all eligible employees.
7. Take prompt and fair action of any complaint, which may arise, in the everyday conduct of our business.
8. Respect individual rights, and treat all employees with courtesy and consideration



9. Maintain mutual respect in our working relationship
10. Provide buildings and offices that are comfortable, orderly and safe.
11. Promote employees fairly.
12. Keep all employees informed of the progress of ACSA, as well as the overall goals and objectives of the ACSA schools.
13. Promote an atmosphere in keeping with ACSA's vision, mission, and goals with a primary focus on children.

#### **1.4. What ACSA Expects From You**

ACSA needs your help in making each working day enjoyable and rewarding in pursuit of student achievement. Your first responsibility is to know your own duties and how to do them promptly, correctly and pleasantly. Secondly, you are expected to cooperate with management and your fellow employees and to maintain a good team attitude.

How you interact with fellow employees and those whom ACSA serves, and how you accept direction can affect the success of your school. In turn, the performance of one school can impact the entire service offered by ACSA; consequently, whatever your position, you have an important assignment to perform every task to the very best of your ability.

You are encouraged to grasp opportunities for personal development offered to you. This handbook offers insight on how you can perform positively and to the best of your ability to meet and exceed ACSA's expectations.

We strongly believe you should have the right to make your own choices in matters that concern and control your life. We also believe in direct access to management. We are dedicated to making ACSA an organization where you can approach your Principal, Assistant Principal, or Supervisor to discuss any problem or question. We expect you to voice your opinions in a constructive manner and contribute your suggestions to improve the quality of ACSA.

Remember, you help create the pleasant and safe working conditions that ACSA intends for you. The result will be better performance for the school overall and personal satisfaction for you.

#### **1.5. Open Communication Policy**

ACSA encourages all employees to discuss any issue they may have with a co-worker directly with that person. If a resolution cannot be reached, the employee should arrange a meeting with their supervisor to discuss any concern, problem, or issue that arises during the course of their employment. If requested, any information discussed in such a meeting will be considered confidential to the extent reasonably practicable. Retaliation against any employee for meeting with their supervisor to voice their concerns will not be tolerated. Please remember it is counterproductive to a harmonious workplace for employees to

create or repeat rumors. It is more constructive for an employee to consult his/her supervisor.

### **1.6. Outside Employment**

ACSA prefers that employees not seek or undertake outside part-time employment during the months they are at work for ACSA. However, employees may hold outside jobs as long as they meet the performance standards of their employment with ACSA. All employees will be subject to ACSA's scheduling demands, regardless of any existing outside work requirements.

If ACSA determines that an employee's outside work interferes with his or her performance or the ability to meet the requirements of ACSA, the employee may be asked to terminate the outside employment if he or she wishes to remain with ACSA.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not take an outside job, either for pay or as a donation of her or his personal time, if the job competes in any way with the employee's services to ACSA as determined in the sole discretion of ACSA. Employees may not use the school or district facilities or resources to provide an additional source of income. Employees whose financial situations require them to hold a second job, part-time or full-time, or who intend to engage in a business enterprise of their own, are encouraged to discuss the matter with their supervisor before accepting the outside employment.

### **1.7. Suggestions**

ASCA encourages all employees to bring forward their suggestions and good ideas about how the ASCA schools can be made better places to work, and ACSA's service to parents, students, and community enhanced. When employees see an opportunity to help achieve our goal of developing "world class" schools, they should talk it over with their supervisor who should be able to help bring the idea to the attention of the people at ACSA who will be responsible for possibly implementing it.

ACSA will value and listen to all suggestions. When a suggestion from an employee has particular merit, ASCA provides for special recognition of the individual(s) who had the idea.

## **2. Employment**

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### **2.1. The Selection Process**

ACSA carefully selects its employees through written applications, personal interviews and reference checks. This selection process helps ACSA find and employ people who are concerned with the success of its students; people who want to do a job well; people who can carry on their work with skill and ability; and people who are comfortable with ACSA and who can work well with our team.

ACSA relies on the accuracy of the information provided in these written applications and personal interviews, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

The Chief Executive Officer or Director of Instruction will annually approve the employment slate of the ACSA Charter School as presented by the Principal prior to the commencement of each school year.

### **2.2. Your Employment**

All ACSA employees will be required to sign an Employment Agreement that will specify the terms and conditions of the employee's employment, ACSA's general expectations regarding the employee's performance, and what the employee can expect from ACSA.

### **2.3. Public Relations**

The success of ACSA depends upon the quality of the relationships between ACSA, its employees, students, parents and the general public. The public impression of ACSA and its interest in ACSA will be formed, in part, by ACSA's employees. ACSA employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, ACSA, and ACSA's services.

Below are several things employees can do to help leave people with a good impression of ACSA. These are the building blocks for our continued success.

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner.
- Communicate pleasantly and respectfully with other employees at all times.
- Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner. Respond to e-mail and voice mail within 24 hours during the workweek.
- Take great pride in their work and enjoy doing their very best.

## **2.4. Equal Employment Opportunity**

ACSA is an equal employment opportunity employer. Employment decisions are based on merit and business needs and without regard to age, sex, race, religion, national origin, disability, veteran status, political belief, sexual orientation, marital status, familial status, or any other factor protected by law. This policy applies to all areas of employment including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation, benefits, social and recreational programs, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws

Management is primarily responsible for seeing that ACSA's equal employment opportunity policies are implemented, but all members of the staff share in the responsibility for assuring that by their personal actions the policies are effective and apply uniformly to everyone.

Employees who have complaints or concerns about any type of discrimination against themselves or others are required to immediately report this conduct in writing to the Director of Human Resources or their supervisor. Every effort will be made to keep such reports as confidential as possible although it is understood that an investigation will normally require the involvement of third parties.

ACSA will not permit any retaliatory conduct against an employee who comes forward with a genuine complaint or concern about discrimination or who assists in the investigation process nor will any such employee be discharged, disciplined, or in any way adversely affected in his/her terms or conditions of employment.

Any employees involved in discriminatory practices will be subject to termination.

## **2.5. Disability Accommodation**

ACSA complies with the law regarding reasonable accommodation for handicapped and disabled employees. ACSA's Board President has issued the following policy stating ACSA's views on this matter.

It is the policy of ACSA to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). ACSA will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability. ACSA will also make reasonable accommodation wherever necessary for all employees or applicants with disabilities, provided that the individual is otherwise qualified to safely perform the essential duties and assignments connected with the job and provided that any accommodations made do not impose an undue hardship on ACSA.

In general, it is your responsibility to notify your supervisor of the need for an accommodation. Upon doing so, your supervisor may ask for your input on the type of accommodation you believe may be necessary, or the functional limitations caused by your disability. Also, when appropriate, we may need your permission to obtain additional information from your physician or other medical or rehabilitation professionals.

## **2.6. Harassment Policy**

It is the policy of ASCA to provide a professional work and learning environment free of harassment that maintains equality, dignity, and respect for all. It shall be a violation of this policy for any student, teacher, administrator or other employee of ASCA to harass a student, teacher, administrator, or other employee through conduct or communication.

### **2.6.1. What Is Harassment?**

Harassment can take many forms. As used in this Employee Handbook, the term "harassment" includes:

- Offensive remarks, comments, jokes or slurs pertaining to an individual's race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status or any other protected status defined by law.
- Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors regardless of the gender of the individuals involved.
- Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.
- Offensive pictures, drawings or photographs or other communications, including e-mail.
- Threatening reprisals of an employee's refusal to respond to requests for sexual favors or for reporting a violation to this policy.
- Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when.
  - Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
  - Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individual.
  - Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment

### **2.6.2. Responsibility**

All ASCA employees have a responsibility for keeping our work environment free of harassment.

### **2.6.3. Reporting**

Employees who have complaints or concerns about any type of harassment against themselves or others are required to immediately report this conduct in writing to their supervisor or the Director of Human Resources. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties

ASCA is serious about enforcing its policy against harassment. However, ASCA cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to ASCA's attention so it can take whatever steps are necessary to correct the problems.

### **2.6.4. Investigation**

All complaints of harassment will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense. Appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

### **2.6.5. Retaliation**

ACSA will not permit any retaliatory conduct against an employee who comes forward with a genuine complaint or concern about harassment or who assists in the investigation process nor will any such employee be discharged, disciplined, or in any way adversely affected in his/her terms of conditions of employment

## **2.7. Standards as to Physical Contact with Students and Other Staff Members**

Under Louisiana Law, a touching is a battery, and illegal, if there is an intentional use of force or violence upon the person of another, or the intentional administration of a poison or other noxious liquid or substance to another. To establish battery, Louisiana courts have held that it is sufficient if the actor intends to inflict an offensive contact without the other's consent. There is no requirement for maliciousness or intent to inflict actual damage. The essential element of a battery is physical contact, whether injurious or merely offensive, and a battery may be committed by touching another through the clothing.

It is the policy of ASCA that no teacher or staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior.

While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question. If the child or other staff

member has not requested that they not be touched, then the following forms of touching are considered appropriate:

- Hugs initiated by the student
- Hugs given with permission
- Pats on the shoulder or back
- Hand-shakes
- "High fives" and hand slapping
- Touching shoulders and arms around the shoulder area
- Touching face to check temperature, wipe away a tear, remove hair from face or other similar types of contact for similar purposes
- Patting a student on the knee (grades K through 5 or special needs children)
- Sitting students on one's lap (grades K-2 or special needs children through grade 5) for purposes of comforting them
- Holding hands while walking with small children or special needs children
- Arms around shoulders
- Reasonable self defense
- Reasonable defense of another
- Reasonable restraint of a violent person to protect others or property

Except as discussed above, the following forms of touching are never appropriate:

- Inappropriate or lengthy embraces
- Kisses on the mouth
- Corporal punishment
- Sitting students on one's lap (grades 3-8)
- Touching buttocks, chests or genital areas
- Pushing a person or another person's body part (other than in self defense, defense of another or property)
- Showing affection in isolated areas
- Wrestling with students or other staff-members
- Bench-pressing another person
- Tickling
- Piggyback rides
- Massage
- Any form of unwanted affection
- Any form of sexual contact
- Poking fingers at another person that results in an offensive contact

This policy does not prevent touching a student for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited.

In Louisiana, an assault is an attempt to commit a battery or the intentional placing of another in reasonable apprehension of receiving a battery. Consequently an attempt to violate this policy or placing another person in reasonable apprehension that they will be victim of one of the acts prohibited under this policy is also prohibited. A reasonable apprehension normally includes an overt act, but words alone may be sufficient to violate this policy if the words uttered were such that under the circumstances it could be reasonably assumed that physical contact would be attempted.

Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. The victim may also choose to bring civil or criminal charges against the violator

This policy must necessarily be somewhat flexible. Sometimes, especially when dealing with younger children or special needs children, touching is more appropriate. A touch for the purpose of helping (i.e : cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances. An accidental touch is never inappropriate provided it is a true accident.

It is impossible to define each and every instance when touching is inappropriate. Teachers and staff members should apply the rules of common sense in the circumstances they find themselves. **When in doubt – Do Not Touch!**

## **2.8. Reporting Child Abuse**

All ACSA employees who have cause to believe that a child's physical or mental health or welfare is endangered as a result of abuse or neglect shall immediately report such abuse to their supervisor, the local child protection unit of the Louisiana Department of Social Services, and a local or state law enforcement agency. Reports can be filed orally, but must be filed in writing within five days of the initial oral report. Report forms are available on the Department of Social Services website, <http://www.dss.state.la.us/Documents/OCS/CPI-2.pdf> The failure to report suspicion of child neglect or abuse can subject the person who fails to report to criminal proceedings.

## **2.9. Criminal History Review and Transcripts**

As a condition of their employment, all employees are required to submit to a criminal history review. A criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification, shall be administered. The criminal history review shall include a fingerprint check and simultaneous FBI check. Individuals who refuse to submit to a criminal history review or whose criminal history review reveals that they have been convicted of a crime or have violated the law may not be offered employment and/or may be subject to termination. Individuals whose criminal history review reveals that they have been convicted of a felony will not be offered employment and/or will be terminated. Individuals whose criminal history reveals that they have been convicted of or have pleaded *nolo contendere* to a crime listed in LA-R.S. 15:587 1(C) will not be offered employment for a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge of the parish and the district attorney No person employed or otherwise associated with an ACSA charter school, including members of the Board of Trustees, who has been convicted



of or has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

Employees are required to provide transcripts to verify units earned or in-service hours. These requirements must be completed prior to beginning employment, and the information must be submitted to the Director of Human Resources. To the extent permitted by law, ACSA may require that these costs be borne by the employee.

## **2.10. Immigration Law Compliance**

All offers of employment are contingent on verification of your right to work in the United States. On your first day of work you will be asked to provide original documents verifying your right to work and, as required by federal law, to sign Federal Form 1-9, Employment Eligibility Verification Form. If at any time you cannot verify your right to work in the United States, ACSA may be obliged to terminate your employment.

## **2.11. Standards of Conduct**

Whenever people gather together to achieve goals, some rules of conduct are needed to help everyone work together efficiently, effectively, and harmoniously. By accepting employment with us, you have a responsibility to ACSA and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary. When each person is aware that she/he can fully depend upon fellow workers to follow the rules of conduct, our organization will be a better place to work for everyone.

Some examples of unacceptable workplace behavior include, but are not limited to:

- Verbal or physical abuse of students or guests
- Endangering the well-being or safety of students, employees or guests
- Theft or embezzlement
- Acts involving dishonesty or breach of trust, such as fraud
- Conviction of a crime or violation of law
- Possession, selling or use of illegal substances while on ACSA premises or while on duty
- Violation of the ACSA's Drug Free Workplace Policy
- Falsification of ACSA records
- Sharing information about or discussing employee salaries or wages
- Abuse, destruction, waste or unauthorized use of equipment, facilities, materials, or programs
- Inappropriate demeanor with customers or other staff members
- Insubordination – refusing to follow the direction of your supervisor or other disrespectful conduct toward your supervisor
- Abusive or vulgar language
- Prolonged lunch or break periods
- Unacceptable job performance
- Altercations with any employee or guest

- Unexcused absenteeism/tardiness
- Sleeping while on duty
- Failure to comply with regulatory requirements or safety rules and regulation
- Traffic violations while operating a ACSA vehicle
- Violation of student, parent, employee or ACSA confidentiality
- Failure to provide honest and accurate information to a administrator, supervisor, director or assistant principal/principal of ACSA
- Possession, use and distribution of dangerous or unauthorized materials, such as explosives, firearms, knives or other dangerous weapons while on duty or on ACSA premises
- Fighting, threatening violence, intimidation or harassment toward any individual directly or indirectly associated with ACSA
- Smoking on ACSA grounds or during hours of work
- Attempts to disrupt or undermine the business interests of ACSA or to encourage others to do so
- Any conduct on or off the job which the ACSA in its sole discretion believes will adversely effect the image of the ACSA
- Other violations of ACSA policies

Employees who violate any of these rules or who demonstrate other inappropriate behavior will be subject to appropriate disciplinary action, the severity of the disciplinary action will be based upon circumstances of the infraction and may include termination

ACSA reserves the right to suspend any employee to investigate violations of any of the above workplace behavior.

## **2.12. Work Schedule**

### **2.12.1. Attendance**

The presence or absence of each employee is of critical importance to the successful operation of the ACSA. Therefore, ACSA expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day

ACSA reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

Employees are not allowed to perform work at home or away from the ACSA unless specifically authorized for each occurrence by the Principal. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically authorized for each occurrence by their supervisor and the Director of Finance. Non-exempt employees are not allowed to perform work while on scheduled non-paid lunch break, unless specifically assigned by the supervisor. Attendance at ACSA sponsored functions is not compensated unless the supervisor has required you to attend and work at the function and has written approval from the Director of Finance to provide the

additional compensation. Employees violating these rules may be subject to disciplinary action up to and including, termination.

### **2.12.2. Absence or Lateness**

From time to time, it may be necessary for employees to be absent from work. ACSA is aware that emergencies, illnesses, or pressing personal business that cannot be scheduled outside an employee's work hours may arise. Paid time off (PTO) has been provided for this purpose.

Employees who are unable to report to work, or who will arrive late, should contact the Principal's office and inform him/her of their situation. Employees who know in advance that they will need to be absent should request this time off directly from their supervisor.

Employees who are unable to call in themselves because of an illness, emergency or for some other reason, should be sure to have someone call for them.

Employees who are absent because of an illness for three or more successive days may be asked by the Principal to submit written documentation from their doctor stating that they are able to resume normal work duties before they will be allowed to return to work. A note from the doctor is also required for an absence prior to or after a weekend.

A consistent pattern of questionable absences can be considered excessive, and may be cause for concern. In addition, excessive lateness or leaving early without letting administration know will be considered a "lateness pattern" and may carry the same weight as an absence. Other factors, like the degree and reason for the lateness, will be taken into consideration.

Supervisors will make a note of any employee's absence or lateness, and his or her reasons, and have it placed in the employee's personnel file. Employees should be aware that excessive absences, lateness or leaving early may lead to disciplinary action, up to and including termination.

Note: Information on the types of leaves offered and their qualification criteria are included in the "Leave" section of this Employee Handbook.

## **2.13. Employment Classifications**

### **2.13.1. Regular Employees**

At the time employees are hired, they will be classified according to their position as a 12-month, 11-month, 10-month, 9 75-month or a 9 5-month employee. Employees who are unsure how their position is classified or what their scheduled start and end dates are for the school year should ask their supervisors.

Employees holding the following positions will be classified as 12-month employees

- Chief Executive Officer
- Chief Operating Officer

- Chief Academic Officer/Director of School Operations
- Chief Financial Officer
- Principal
- School Secretary
- Accounting Controller
- Financial Analyst
- Payroll Analyst
- Director of Human Resources
- Human Resources Specialist
- Director of Information Technology
- IT Specialist
- Director of Exceptional Student Services
- Exceptional Education Specialist
- Director of Curriculum
- Assistant Curriculum Director – Lower Elementary
- Director of Special Revenues & Development
- Director of Communications
- Director of Security
- Director of Operations
- Procurement Manager
- Operations Clerk
- Administrative Secretary

Employees holding the following positions will be classified as 11-month employees:

- Data Supervisor

Employees holding the following positions will be classified as 10-month employees:

- Assistant Principal
- Master Teacher
- Guidance Counselor Manager & Guidance Counselor
- Social Worker Manager
- Nurse Manager
- Data Clerk

Employees holding the following positions will be classified as 9.75-month employees:

- Mentor Teacher
- Security Counselor

Employees holding the following positions will be classified as 9.5-month employees:

- Teacher
- Librarian
- Positive Behavior Support Specialist
- Nurse
- Social Worker
- Paraprofessional / Teacher Aide

### **2.13.2. Temporary Employees**

From time to time, ACSA may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on an individual basis.

Normally, a temporary position will not exceed six months in duration, unless specifically extended by a written agreement. Summer employees, interns and seasonal employees are considered temporary employees.

A temporary employee does not become a regular employee by virtue of being employed longer than the agreed upon specified period.

Temporary employees are not eligible for benefits described in this Employee Handbook, except as granted on occasion, or to the extent required by provision of state and federal laws. Those temporary employees classified as “non-exempt” (see the section titled “Non-Exempt and Exempt Employees” below) who work more than 40 hours during any workweek will receive overtime pay.

### **2.13.3. Non-Exempt and Exempt Employees**

At the time of hire, transfer, and/or promotion, employees will be classified as either “exempt” or “non-exempt.” This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of 40 hours per workweek. These employees are referred to as “non-exempt” in this Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay.

Note: See Wage and Salary Policies in the section of this Employee Handbook titled “Compensation” for a full description of overtime payment policies.

## **2.14. Personnel Records and Administration**

The task of handling personnel records and related personnel administration functions at ACSA has been assigned to the Director of Human Resources. Questions regarding insurance, wages, and interpretation of policies should be directed to the Director of Human Resources.

### **2.14.1. Personnel Files**

Keeping your personnel file up-to-date can be important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the items listed below, please be sure to notify your supervisor, Principal or Assistant Principal in order that it may be forwarded to the Director of Human Resource Manager as soon as possible.

1. Legal name
2. Home address
3. Home telephone number

4. Person to call in case of emergency
5. Number of dependents
6. Marital status
7. Change of beneficiary
8. Driving record or status of driver's license, if you operate any ACSA vehicles
9. Military or draft status
10. Exemptions on your W-4 tax form
11. Training Certificates
12. Professional License

Upon experiencing a family status change, please notify the Director of Human Resource within 31 days for benefit modifications, if necessary.

Please note that an employee can make many of the above changes on their own in the HR Online system.

You may see information that is kept in your own personnel file in the presence of someone from ACSA's Human Resources Department, and you may request and receive copies of all documents you have signed. Please make arrangements with the Director of Human Resources.

#### **2.14.2. Medical Records**

All medical records, if any, will be kept in a separate confidential file. ACSA maintains this information in the strictest confidence and may not use or disclose medical information about an employee without the employee first having signed an authorization form permitting such use or disclosure.

## 2.15. Grievance Procedure

In the event of a dispute involving employment practices or the enforcement of the personnel policies contained in this Employee Handbook, and after a good faith effort with the supervisor to thoroughly resolve the dispute, all employees may submit their grievance following the procedures outlined below. The good faith effort shall be documented, including problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. This documentation will be included in the personnel file. Failure to follow the procedures and timelines below constitutes a waiver of the employee's right to grieve.

1. The employee may submit his/her grievance in writing to the ACSA Personnel Committee within seven calendar days of a failed good faith effort to resolve the dispute. For the 2006-2007 school year, the *ad hoc* Committee is comprised of the Directors of Curriculum, Human Resources, and Communications.
2. Within fourteen calendar days of receipt of the written grievance, the ASCA Personnel Committee shall schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but no event later than twenty days after receipt of the written grievance and after notification to the employee.
3. The ACSA Personnel Committee will hold a hearing and render a decision, as established by a majority vote of the members of the Personnel Committee. If the Director or any member of the Personnel Committee is an involved party, he/she will be precluded from hearing the grievance and participating in the decision. The decision shall be rendered within seven calendar days of the completion of the final hearing. Any such proceedings shall be conducted in closed session, unless otherwise requested by the employee. The employee may not have counsel present at the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within seven calendar days of the last committee hearing.
4. The decision of the Personnel Committee shall be final unless appealed by the employee to Director, who may review and modify the decision of the Personnel Committee if it finds that the Committee failed to properly follow the grievance process described above. A request for an appeal must be submitted to the Director within seven calendar days of the decision of the Personnel Committee. After receiving an appeal request, the Director shall schedule a meeting with the Personnel Committee to consider such an appeal as soon as administratively practical. Any ACSA employee or affiliate, who is an interested party, shall excuse themselves from any reviews of Personnel Committee decisions. Any such proceedings shall be conducted in closed session, unless requested otherwise by the employee. The employee may not have counsel participate in any such proceedings.

### **3. Compensation**

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The goal of ACSA's compensation program is to attract potential employees, meet the needs of all current employees and encourage well-performing employees to stay with our organization. With this in mind, our compensation program is built to balance both employee and ACSA needs

#### **3.1. Philosophy**

It is ACSA's desire to pay all regular employees' wages and salaries that are competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. Compensation may vary with individual performance and ACSA's performance.

ACSA applies the same principles of fairness to all employees, regardless of their age, sex, race, religion, national origin, disability, veteran status, sexual orientation, political belief, marital status, familial status, or any other factor protected by law.

#### **3.2. Basis for Determining Pay**

Several factors may influence your rate of pay. Some of the items ACSA considers are the nature and scope of your job, what other employers pay their employees for comparable jobs (external equity), what ACSA pays their employees in comparable positions (internal equity), and individual as well as ACSA performance. It is ACSA's goal to have a current Job Description on hand that broadly defines your job responsibilities.

##### **3.2.1. Pay Period**

Pay dates are on the 15<sup>th</sup> and the last working day of the month unless that day falls on the weekend, then the pay date will be on the last working day of the month. ACSA will pay all employees over a 12-month period. Employees who are terminated or who voluntarily separate from employment with ACSA will only be paid for the time they are employed by ACSA

ACSA gives employees the option of receiving their pay by Direct Deposit or Pay (Debit) Card. Checks will not be issued. Employees must present individual authorization forms (available in the Human Resource Department) to the Human Resource Department. Each employee is responsible for notifying his/her individual bank with any instructions regarding the money deposited by the ACSA.

##### **3.2.2. Mandatory Deductions From Paycheck**

ACSA is required by law to make certain deductions from your paycheck each time one is prepared. These may include federal, state and local income taxes and contributions to Social Security or one of the various State Retirement Systems. These deductions will be itemized on your check stub. The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify this number, please request a new W-4 form from the Human Resource Department immediately. Only you may modify your W-4 form. Verbal or



written instructions are not sufficient to modify withholding allowances. We advise you to check your pay stub to ensure that it reflects the proper number of withholdings.

The W-2 form you receive annually reflects how much of your earnings were deducted for these purposes.

Any other mandatory deductions to be made from your paycheck, such as court-ordered garnishments, will be explained whenever ACSA is ordered to make such deductions.

Note. Please see "Wage Garnishments" later in this section for further information

### **3.2.3. Exempt Employee Salary Deductions**

ACSA will pay exempt employees a salary rather than by the hour. Once an employee's paid time off days have been exhausted or are otherwise unavailable, ACSA will deduct pay from an exempt employee's salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness (after the employee has exhausted paid time off days), (iii) one or more full day disciplinary suspensions; and (iv) partial or full day absences during an approved family or medical leave. ACSA will not deduct pay from an exempt employee's salary if the employee has a partial day absence. Exempt employees who believe that ACSA made an incorrect or improper salary deduction should promptly report the deduction to their supervisors. If ACSA incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay. ACSA reserves the right to terminate employment once absenteeism exceeds paid or unpaid leave available.

### **3.2.4. Effective Date of Compensation Changes.**

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change

## **3.3. Direct Payroll Deposit**

Direct payroll deposit is the automatic deposit of your pay into the financial institution accounts of your choice

## **3.4. Payroll Advance**

It is the policy of ACSA not to grant wage or salary advances to any employee.

## **3.5. Error in Pay**

Every effort is made to avoid errors in your paycheck. Employees who believe an error has been made should tell the Director of Finance and the Payroll Analyst immediately. They will take steps to research the problem and endeavor to make any necessary corrections by the next regular pay day

### **3.6. Overtime Pay**

Non-exempt employee will be eligible to receive overtime pay of one and one-half times your regular hourly wage for approved hours worked over 40 hours in one week. Overtime pay is based on actual hours worked. If, during that week, an employee was away from the job because of a job-related injury, paid holiday, jury duty, vacation day, or paid sick time, those hours not worked will not be counted as hours worked for the purpose of computing eligibility for overtime pay.

Please note that for non-exempt employee on an approved flexible work arrangement, overtime hours will be computed only on those hours worked in excess of a 40-hour workweek.

The Director of Finance and your supervisor must approve all overtime in advance. Employees who fail to work scheduled overtime or who work overtime without prior authorization will be subject to disciplinary action, up to and including termination of employment.

### **3.7. Time Records**

By law, ACSA is obligated to keep accurate records of the time worked by employees. If required, employees are responsible for accurately recording their time worked. Time worked is all the time actually spent on the job performing assigned duties. Employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of departure from work for personal reasons.

No one may record hours worked on another's timecard or timesheet. Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of both employees. In the event of an error in recording your time, please report the matter to the supervisor immediately.

### **3.8. Wage Garnishments**

ACSA hopes that its employees will manage their financial affairs so that it will not be obligated to execute any court-ordered wage garnishments. However, when an employee's wages are garnished by court order, ACSA is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. ACSA will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee's paycheck.

A \$3.00 service fee may be charged per check written to cover the administration of the above, if permitted by the judgment of garnishment.

### **3.9. Personnel Evaluations**

Bulletin 1525 – Guidelines for Personnel Evaluation located at Part CIII of Title 28 of the Louisiana Administrative Code requires that certain ACSA employees be evaluated in accordance with the following procedures:

#### **A. Professional Development Portfolio.**

All instructional and professional staff will create and maintain a Personal Development Portfolio containing the goals and outcomes of the school and the employee's personal plan for meeting those goals and outcomes and for continuous improvement. After an initial meeting between the Principal or direct supervisor and the employee, at which time mutual goals are reviewed and a professional growth program is developed, the employee will create the Portfolio, and include samples of classroom, school or administrative work, personal reflections, and any other material deemed appropriate as evidence of continuous improvement.

#### **B. Employee Observations.**

All employees will be observed on an ongoing basis by the Principal or their direct supervisor, using both formal and informal observations. Formal observations will include a pre-observation conference as well as a post-observation conference. First year employees shall have at least two formal observations prior to the three-month review outlined in Section C, below Prior to the six-month review, described in Section C, at least two additional formal observations will be conducted for first-year employees. Returning staff will have three formal observations prior to the six-month review. Described in Section D, below Results of formal observations, consisting of the employee's and the Principal's or direct supervisors observations and recommendations, will be put in writing and included within the employee's own Personal Development Portfolio and the school's personnel file Nothing in this section limits the Principal from conducting other observations of an informal or unannounced nature.

#### **C. Formal Reviews – First Year Employees.**

For all first year **teachers**, there shall be a formal review three months after the start of the school year. The purpose of the three-month review shall be to review the employee's self-assessment, the job description, areas of responsibility, and progress toward goals and outcomes, noting particularly good work, areas for improvement and skill development, and deficient work, and developing a clear plan for improvement. In addition, at the three-month review, the employee will provide feedback to the Principal or direct supervisor on the Principal's or direct supervisors job performance and the Principal or direct supervisor will share with the employee his/her own self-assessment. Any written feedback or self-assessment materials may be placed into the Principal's personnel file After six months from the start of the school year, a second review will be held to determine progress made toward the improvement plan. At that time, the Principal will inform the employee and report to the Personnel Committee whether the school intends to continue employment for the subsequent school year Results of these reviews will be put in writing and placed within the employee's own Personal

Development Portfolio and the school's personnel file. Employees of the Central Staff shall be evaluated by their supervisor every 90 days

D. Formal Reviews - Returning Employees.

For returning staff, including Assistant Principals and Administrative Assistants, there shall be a formal review six months after the start of the school year. The purpose of the review will be to review progress toward the employee's personal plan and professional growth program described above in Section A. In addition, the employee will provide feedback to the Principal on the Principal's job performance, and the Principal will share with the employee his/her own self-assessment. Any written feedback and the Principal's self-assessment may be placed into the Principal's personnel file. At that time, the Principal will inform the employee and report to the Personnel Committee whether the school intends to continue employment for the subsequent school year. Results of these reviews will be put in writing and placed within the employee's own Personal Development Portfolio and the school's personnel file.

E. Principal Evaluation.

The Principal shall be evaluated by ACSA's Chief Executive Officer prior to the end of each year's contract based on criteria set forth by job responsibilities. Results shall be in writing and included in the employee's Personal Development Portfolio and personnel file.

F. Response to Observation and Review Findings.

All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file. If a teacher's contract will not be renewed for the next school year, notification to the teacher shall be by letter no later than April 15<sup>th</sup>.

### **3.10. Performance Reviews**

Because ACSA wants all of its employees to grow and succeed at their jobs, those ACSA employees who are not required to be evaluated in accordance with the provisions of Bulletin 1525 – Guidelines for Personnel Evaluation will be evaluated on an annual basis by ACSA's Chief Executive Officer or someone appointed by him or her

### **3.11. Compensation Reviews**

ACSA will review employee compensation annually. Factors such as job performance, unexcused absences and tardiness, continued training and education, leadership abilities, positive attitude, and willingness to accept additional responsibilities, may be considered in determining the compensation. However, good performance does not guarantee increased compensation or continued employment. **ACSA does not guarantee increased compensation or continued employment.**

## **4. Benefits**

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ACSA is committed to sponsoring a comprehensive benefits program for all eligible employees. In addition to receiving an equitable salary and having an equal opportunity for professional development and advancement, you may be eligible to enjoy other benefits that will enhance your job satisfaction

A good benefits program is a solid investment in ACSA's employees. ACSA will periodically review the benefits program and will make modifications as appropriate to the company's condition. ACSA reserves the right to modify, add or delete the benefits it offers, providing reasonable notice of such changes to our employees.

### **4.1. Eligibility for Benefits**

12-month, 11-month, 10-month, 9.75-month and 9.5-month employees are eligible to receive benefits in accordance with the provisions of this Employee Handbook. Temporary employees are not eligible for benefits.

### **4.2. Insurance Coverage**

#### **4.2.1. Medical Benefits**

All 12-month, 11-month, 10-month, 9.75-month and 9.5-month employees are eligible for medical insurance. Initial medical benefits forms must be completed prior to your start date. It is the employee's responsibility to complete and return medical benefits forms to their supervisors. Supervisors and the Director of Human Resources will have current rates and information

ACSA will contribute 75% of full-time employees' medical premium coverage during employment by ACSA and 50% of their dependents. Employees are eligible for coverage the first day of the month following 30 days of employment. Eligible employees, who choose not to obtain medical insurance through ACSA, must sign a waiver of participation in the benefit programs

#### **4.2.2. Short Term and Long Term Disability Insurance**

ACSA provide short and long term disability insurance to all full-time employees without cost to the employee. Within the parameters of the policy, short term disability insurance will pay 60% of an employee's normal paycheck, up to \$1,500 per week after the 14<sup>th</sup> day of disability. After 90 days, short term disability insurance ends, and if the employee remains eligible, long term disability payments begin immediately at the rate of 60% of an employees normal paycheck. Long term disability payments will be paid until the qualified employee reaches normal retirement age.

There are no preexisting conditions to prevent an employee from receiving short term disability insurance payments. For preexisting conditions that may affect long term disability payments, contact the benefit provider for further information

### **4.2.3. Government Required Coverage**

#### **4.2.3.1. Workers' Compensation**

On-the-job injuries are covered by our Workers' Compensation Insurance Policy. This insurance is provided at no cost to ACSA employees. An on-the-job injury is defined as an accidental injury suffered in the course of your work, or an illness that is directly related to performing your assigned job duties. This job-injury insurance is paid for by ACSA. Employees who cannot work due to a job-related injury or illness, will have their medical bills and a portion of their income paid by Workers' Compensation insurance until they can return to work

All injuries or illnesses arising out of the scope of an employee's employment must be reported to the employee's supervisor immediately. ACSA School Administrators and Supervisors have a copy of the Employee Incident Form to fill out in the event of a workplace injury. Prompt reporting is the key to prompt benefits. Benefits are automatic, but nothing can happen until ACSA knows about the injury. Employees should insure their right to benefits by reporting every injury, no matter how slight.

Employees returning to work after being absent due to a work-related injury must report to their supervisor prior to beginning work and must bring a doctor's clearance for returning to work

#### **4.2.3.2. Unemployment Compensation**

Depending upon the circumstances, employees may be eligible for Unemployment Compensation upon termination of employment with ACSA. Eligibility for Unemployment Compensation is determined by the Division of Unemployment Insurance of the State Department of Labor. ACSA pays the entire cost of this insurance program.

Unemployment compensation is designed to provide employees with a temporary income when they are out of work through no fault of their own. For an employee's claim to be valid, he or she must have a minimum amount of earnings determined by the State, and must be willing and able to work. Employees should apply for benefits through the local State Unemployment Office as soon as they become unemployed.

#### **4.2.3.3. Social Security**

The United States Government operates a system of mandated insurance known as Social Security. As a wage earner, employees may be required by law to contribute a set amount of their weekly wages to the trust fund from which benefits are paid. ACSA may be required to deduct this amount from each paycheck an employee receives and to match the employee's contribution dollar for dollar, thereby paying one-half of the cost of the employee's social security. Employees enrolled in the State Retirement System (TRSL, LaSERs, LSERs) are not eligible to contribute to Social Security while they are contributing to the State Retirement System.

An employee's Social Security number is used to record their earnings. Employees are encouraged to protect their Social Security record by ensuring that the name and Social Security number on their pay stub and W-2 Form are correct. Employees may also want to make sure their earnings statement is accurate each year by requesting a Personal Earnings and Benefit Estimate Statement from the U.S. Social Security Administration by calling 1-800-772-1213 or by accessing them on-line at [www.ssa.gov](http://www.ssa.gov).

### **4.3. Retirement Plan**

ACSA offers participation in a state retirement plan for those employees who are eligible to participate. For more information about the Teachers Retirement System of Louisiana (TRSL), call (225)925-6446 or visit the website [www.trsl.org](http://www.trsl.org).

**Leave**\_\_\_\_\_

### **4.4. Paid and Unpaid Leave**

As described below, ACSA provides eligible employees with Paid Time Off (PTO). In some circumstances, leave is unpaid. ACSA compensates employees entitled to PTO using their base hourly rate, excluding shift premiums and overtime compensation, if any.

### **4.5. Holidays**

ACSA recognizes the following holidays for 12-month, 11-month, 10-month, 9.75-month, and 9.5-month school-based employees:

- Independence Day (Tuesday, July 4, 2006)
- Labor Day (Monday, September 4, 2006)
- Thanksgiving Break (Monday, November 20 – Friday, November 24, 2006)
- Winter Break (Thursday, December 21, 2006 – Tuesday, January 2, 2007)
- Martin Luther King Day (Monday, January 15, 2007)
- Mardi Gras (Monday, February 19 – Wednesday, February 21, 2007)
- Spring Break (Thursday, April 5 – Tuesday, April 10, 2007)

ACSA recognizes the following holidays for 12 month employees providing central services:

- Independence Day (Tuesday, July 4, 2006)
- Labor Day (Monday, September 4, 2006)
- Thanksgiving (Wednesday, November 22 – Friday, November 24, 2006)
- Christmas Holiday (Monday, December 25 – Tuesday, December 26, 2006)
- New Years Day (Monday, January 1, 2007)
- Martin Luther King Day (Monday, January 15, 2007)
- Mardi Gras (Monday, February 19 - Wednesday, February 20, 2007)
- Good Friday (Friday, April 6, 2007)
- Memorial Day (Monday, May 29, 2007)

All 12-month, 11-month, 10-month, 9 75-month and 9 5-month employees are eligible to receive holiday pay for scheduled ACSA holiday closures as noted above. Temporary employees are not eligible to receive holiday pay.

To qualify for holiday pay, employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent.

- At the Principal's request/approval
- At the request/approval of their supervisor, Principal or Assistant Principal
- Due to closure of ACSA and/or the ACSA schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

Holiday pay for hourly and salaried employees will be equivalent to the pay that employees receive for their normally scheduled hours. Holiday pay will not count toward overtime. The holiday will only be treated as a paid holiday if it falls on a day you are regularly scheduled to work. Employees on leaves of absence for whatever reason will not be eligible for holiday pay.

#### **4.6. Paid Time Off (PTO)**

All 11-month, 10-month, 9.75-month and 9.5-month employees are eligible to earn up to ten (10) days of PTO during their scheduled work year. All 12-month employees are eligible to earn up to twenty (24) days of PTO during their scheduled work year. Temporary employees, workers being paid short or long-term disability insurance, and workers being paid workers' compensation are not eligible to accrue PTO.

From their date of hire, employees will earn two days of PTO at the beginning of each month before the last scheduled day of work in the school year, up to 10 paid days off accrued in the year for 11-month, 10-month, 9.75-month and 9 5-month employees and up to 24 days off accrued in the year for 12-month employees.

ACSA employees have the right to carry over no more than 15 paid days off into the 2007-8 school year. ACSA will pay employees for any accrued, unused paid days off in excess of 15 days at the end of the fiscal year (July 31<sup>st</sup>), or upon an employee's separation of employment from ACSA.

Employees will not take any paid time off days while on FMLA leave or any other unpaid leave of absence.

In the event an employee has exhausted his or her PTO, any additional time off will be taken without pay.

PTO may not be taken the last week of the school year, or on scheduled in-service and/or training days, or immediately before or after holidays without supervisor's permission.

Employees should submit requests for use of extended PTO (in excess of 5 days) to their supervisor in writing for approval, at least two weeks before the extended PTO.



#### **4.7. Bereavement**

All 12-month, 11-month, 10-month, 9.75-month and 9 5-month employees will receive up to three working days of leave with pay (not charged to PTO) upon the death of an immediate family member. Members of the immediate family include the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, step-parent, brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse.

Employees should request bereavement leave from their supervisors as soon as possible.

Bereavement pay will only be made to employees for actual time spent away from work. For example, if the death occurs at a time when work is not scheduled, payment will not be made. If a holiday or part of your vacation occurs on any of the days of absence, you may not receive holiday pay in addition to bereavement pay.

Bereavement pay is a gift from ACSA. It is not a benefit and is not to be treated as wages. Employees do not accrue bereavement leave and will not be paid for unused bereavement leave.

#### **4.8. Jury Duty**

ACSA encourages and expects all employees to fulfill their civic responsibility by serving jury duty when required. ACSA employees summoned for jury duty will be granted a leave of absence for the period of time required for such jury duty. The leave of absence will be granted without loss of PTO or any other benefit. For the first day, the leave of absence will be granted without loss of pay. For the period of time thereafter during which the employee serves on a jury, he or she will be paid the difference between his or her regular salary or wage and the amount he or she receives as a juror.

Any employee summoned for jury duty must provide his or her supervisor with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service.

Employees are expected to return to work if they are excused for jury duty during their regular working hours.

#### **4.9. Professional Development Days**

ACSA expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of its schools. For this reason, all employees are permitted to take up to two paid professional development days each year.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or

printed material pertaining to the professional development. ACSA requests that employees submit requests to take professional development days at least one week in advance. The granting of request will be solely in the discretion of ACSA.

Paid professional development days are a gift from ACSA, and are not to be treated as wages. Professional development days do not accrue and cannot be carried over from year to year. ACSA will not pay for unused professional development days.

#### **4.10. Family and Medical Leave**

ACSA will not discriminate against employees as a result of the approved use of family care or medical leave or a proper request for such leave. Requests for family care and medical leave will be considered without regard to age, sex, race, religion, national origin, disability, veteran status, political belief, marital status, familial status, or any other factor protected by law.

Eligible employees may take up to 12 workweeks of unpaid, job-protected leave under the Family and Medical Leave Act ("FMLA") in a 12-month period for specified family and medical reasons. Additional information regarding this policy may be obtained from the Human Resource Manager.

##### Employee Eligibility

To be eligible for FMLA leave, you must have:

- Worked for ACSA for at least 12 months, and
- Worked at least 1250 hours for ACSA (an average of 25 hours per week) during those 12 months

**However, the aforementioned requirements for FMLA leave eligibility are waived for employees who became employed with ACSA during the first year of its establishment, commencing on October 17, 2005 and ending on October 16, 2006.**

##### Conditions Triggering Leave.

FMLA leave may be taken for any of the following reasons:

1. The birth of an employee's child and to care for the newborn child;
2. The placement and care for a newly-adopted or recently-placed foster child;
3. To care for a spouse, child, or parent (but not parent-in-law) who has a serious health condition, or
4. An employee's own serious health condition that renders the employee unable to perform one or more of the essential functions of his or her job.

### Duration of Leave:

Eligible employees may receive up to 12 workweeks of unpaid leave during a “rolling” 12-month period, measured backward from the date of any FMLA leave. FMLA leave for the birth or placement of a child for adoption or foster care must be completed within 12 months of the birth or placement.

### Use of Accrued Paid Leave:

Any unused paid leave that is available at the time of the request for FMLA leave will be applied concurrently and at the beginning of the FMLA leave. Except for any paid leave that is applied, an employee is not entitled to any compensation during FMLA leave.

### Intermittent Leave:

Employees may request intermittent leave or reduced schedule leave to care for a family member with a serious health condition or if you have a serious health condition that warrants such a request.

### Notice and Medical Certification:

When seeking FMLA leave, employees must provide:

- Thirty (30) days advance notice of the need to take FMLA leave, if the need is foreseeable, or notice as soon as practicable in the case of an unforeseeable leave;
- Medical certification supporting the need for leave due to a serious health condition affecting you or an immediate family member must be returned before your leave begins, or if not possible, within 15 days of ACSA's request to provide the certification. If you fail to do so, ACSA may delay the commencement of your leave or withdraw any designation of FMLA leave, in which case your leave of absence would be unauthorized, subjecting you to discipline up to and including termination. Second to third opinions and periodic recertification may also be required,
- Periodic reports as deemed appropriate during the leave regarding your status and intent to return to work; and
- Medical certification of fitness for duty before returning to work if the leave was due to your serious health condition.

Failure to comply with the foregoing requirements may result in delay or denial of leave

### Maintenance of Benefits:

While on a leave of absence provided for under this policy, ACSA will continue your group health insurance benefits under the same terms as provided to other employees, for up to a maximum of 12 weeks leave during any one year period. If your leave extends beyond 12 weeks, you shall be offered the opportunity to purchase continuing coverage under state and federal COBRA continuation rules. Employees who fail to return to work after expiration of FMLA leave may be required to reimburse the ACSA for health insurance premiums paid during the leave.

Other accumulated fringe benefits such as retirement, service credits and the like, shall be preserved at the level accrued as of commencement of the leave, but shall not be earned or accrue further during any such leave period.

#### Reinstatement:

Subject to certain exceptions permitted by law, ACSA will restore employees to their original and equivalent positions upon return from FMLA leave. If, due to medical circumstances, you are no longer able to perform your original job, ACSA will attempt to transfer you to alternate suitable work, if available.

#### Definitions.

For purposes of this policy,

- A child is defined as a natural, adopted, or foster child, a stepchild or a legal ward;
- A parent is defined as the employee's or his/her spouse's natural, adoptive, or foster parent, stepparent, or legal guardian
- A serious health condition is defined as a disabling physical or mental illness, injury, impairment, or condition involving a) inpatient care in a hospital, nursing home, or hospice, or b) outpatient care requiring continuing treatment or supervision from a health care professional.

### **4.11. Military Reserves or National Guard Leave**

Employees who serve in U. S. military organizations or state militia groups may take the necessary time off without pay to fulfill this obligation, and will retain all of their legal rights for continued employment under the Uniformed Services Employment and Reemployment Rights Act (USERRA) and other applicable laws. These employees may apply accrued PTO to the leave if they wish; however, they are not obliged to do so.

You are expected to notify your supervisor, Principal or Assistant Principal as soon as you are aware of the dates you will be on duty so that arrangements can be made for replacement during this absence.

### **4.12 Accepting Other Employment or Going Into Business While on Leave**

Employees who accept any employment or go into business while on a leave of absence from ACSA will be considered to have violated the terms of their employment with ACSA as of the day on which they began their leave of absence and may be subject to disciplinary action up to and including termination.

## **5. Safety**

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### **5.1. General Employee Safety**

ACSA is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees.

ACSA will maintain safety and health practices consistent with the needs of our industry. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask your supervisor, director or assistant principal for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. It is the responsibility of each employee to accept and follow established safety regulations and procedures.

ACSA strongly encourages you to communicate with your supervisor, Principal or Assistant Principal regarding safety issues.

### **5.2. Reporting Safety Issues**

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to your supervisor, Principal or Assistant Principal. If you or another employee is injured, you should contact outside emergency response agencies, if needed. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to insure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred.

### **5.3. Parking**

You are encouraged to use the parking areas designated for our employees. Remember to lock your car every day and park within the specified areas.

Courtesy and common sense in parking will help eliminate accidents, personal injuries, damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to your supervisor, Principal or assistant principal.

ACSA cannot be and is not responsible for any loss, theft or damage to your vehicle or any of its contents.

## **5.4. Safety Rules**

Safety is everybody's business. Safety is to be given primary importance in every aspect of planning and performing all ACSA activities. We want to protect you against injury and illness, as well as minimize the potential loss of production.

Below are some general safety rules to assist you in making safety a regular part of your work.

## **5.5. Trash Disposal**

Keep sharp objects and dangerous substances out of the trash can. Items that require special handling should be disposed of in approved containers.

## **5.6. Cleaning Up**

To prevent slips and tripping, clean up spills and pick up debris immediately.

## **5.7. Preventing Falls**

Keep aisles, work places and stairways clean, clear and well lighted. Walk, don't run. Watch your step.

## **5.8. Falling Objects**

Store objects and tools where they won't fall. Do not store heavy objects or glass on high shelves.

## **5.9. Work Areas**

Keep cabinet doors and file and desk drawers closed when not in use. Remove or pad torn, sharp corners and edges. Keep drawers closed. Open only one drawer at a time.

## **5.10. Report Injuries**

Immediately report all injuries, no matter how slight, to your supervisor, Principal or Assistant Principal.

## **5.11. Ask Questions**

If you are ever in doubt regarding the safe way to perform a task, please do not proceed until you have consulted your supervisor, director or assistant principal. Employees will not be asked to perform any task that may be dangerous to their health, safety or security. If you feel a task may be dangerous, inform your supervisor, Principal or Assistant Principal at once.

We strongly encourage employee participation and your input on health and safety matters. Employees may report potential hazards and make suggestions about safety without fear of retaliation. We appreciate, encourage and expect this type of involvement! The success of the safety program relies on the participation of all employees. Though it is ACSA's responsibility to provide for the safety, health and security of its workers during working hours, it is the responsibility of each employee to abide by the rules, regulations and guidelines set forth.

Remember, failure to adhere to these rules will be considered serious infractions of safety rules and will result in disciplinary actions.

### **5.12. Weapons**

ACSA believes it is important to establish a clear policy that addresses weapons in the workplace. Specifically, ACSA prohibits all persons who enter school property from carrying a handgun, firearm, knife, or other prohibited weapon of any kind regardless of whether the person is licensed to carry the weapon or not.

The only exception to this policy will be police officers, security counselors or other persons who have been given written consent by ACSA to carry a weapon on the property.

Any employee disregarding this policy will be subject to immediate termination.

### **5.13. Fire Prevention**

Know the location of the fire extinguisher(s) in your area and make sure they are kept clear at all times. Notify the Chief Operating Officer or Director of Operations if an extinguisher is used or if the seal is broken. Keep in mind that extinguishers that are rated ABC can be used for paper, wood, or electrical fires. Make sure all flammable liquids, such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition source.

### **5.14. In Case of Fire**

If you are aware of a fire, you should.

- Immediately contact administration.
- If the fire is small and contained, locate the nearest fire extinguisher. This should only be attempted by employees who are knowledgeable in the correct use of fire extinguishers.
- If the fire is out of control, leave the area immediately. No attempt should be made to fight the fire.
- When the fire department arrives, direct the crew to the fire. Do not re-enter the building until directed to do so by the fire department.

### **5.15. Emergency Evacuation**

If you are advised to evacuate the building, you should:

- Stop all work immediately
- Proceed with students to nearest exit, making sure all students are accounted for.
- Contact outside emergency response agencies, if needed.
- Walk to the nearest exit, including emergency exit doors.
- Exit quickly, but do not run. Do not stop for personal belongings.
- Proceed, in an orderly fashion, to a parking lot near the building. Be present and accounted for during roll call.
- Do not re-enter the building until instructed to do so.

### **5.16. Housekeeping**

Neatness and good housekeeping are signs of efficiency. You are expected to keep your classroom neat and orderly at all times – it is a required safety precaution

If you spill a liquid, clean it up immediately. Do not leave, materials, or other objects on the floor that may cause others to trip or fall. Keep aisles, stairways, exits, electrical panels, fire extinguishers, and doorways clear at all times

Easily accessible trash receptacles and recycling containers are located throughout the building. Please put all litter and recyclable materials in the appropriate receptacles and containers. Always be aware of good health and safety standards, including fire and loss prevention.

Please report anything that needs repairing or replacing to your supervisor, director or assistant principal immediately.

### **5.17. Office Safety**

Office areas present their own safety hazards. Please be sure to:

- Leave desk, file or cabinet drawers firmly closed when not in use.
- Open only a single drawer of a file cabinet at a time.
- Arrange office space to avoid tripping hazards, such as telephone cords or calculator electrical cords.
- Remember to lift things carefully and to use proper lifting techniques.

### **5.18. Security**

Maintaining the security of ACSA schools and offices is every employee's responsibility. Develop habits that insure security as a matter of course For example:

- Always keep cash properly secured If you are aware that cash is insecurely stored, immediately inform the person responsible



- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them, should the need arise.
- When you leave ACSA's premises make sure that all entrances are properly locked and secured.

### **5.19. Smoking**

In consideration of the reports of the Surgeon General of the United States and in keeping with ACSA's intent to provide a safe and healthy work environment, no person shall smoke, chew, or otherwise consume any tobacco or tobacco product while on ACSA grounds or any school bus transporting children attending any ACSA school. Any person who violates this policy may be subject to disciplinary action up to and including termination and/or a fine not to exceed two hundred dollars.

## **6. Separation of Employment\_\_\_\_\_**

### **6.1. Termination of Employment**

ACSA reserves the right to terminate employees at any time for any reason, including poor performance, misconduct, neglect of duty, incompetence, inefficiency, dishonesty, breach of trust, fraud, moral turpitude, or violation of any of the policies or procedures set forth in this Employee Handbook.

### **6.2. Notice of Separation**

Employees who voluntarily end their employment with ACSA are expected to give ACSA's Director of Human Resources at least two weeks advance written notice of their termination date.

### **6.3. Insurance Conversion Privileges**

According to the Federal Consolidated Omnibus Budget Recalculated Act (COBRA) of 1985, in the event of an employee's termination of employment with ACSA or loss of eligibility to remain covered under ACSA's group health insurance program, employees and their eligible dependents may have the right to continued coverage under ACSA's health insurance program for a limited period of time at their own expense.

At their exit interview or upon termination, employees will learn how they can continue their insurance coverage and any other benefits they currently have as an employee who is eligible for continuation. Employees should consult their supervisor or the Human Resources Department for additional details.

### **6.4. Exit Interviews**

In a termination situation, ACSA management likes to conduct an exit interview to discuss an employee's reasons for leaving and any other impressions that the employee may have about ACSA. During the exit interview, employees can provide insights into areas for

improvement that ACSA can make. Every attempt will be made to keep all information confidential.

### **6.5. Return of ACSA Property**

Any ACSA property issued/purchased for you, such as computer equipment, keys, communication device, petty cash must be returned to ACSA at the time of employee's separation of employment from ACSA. Employees will be responsible for any lost or damaged items. The value of any property issued and not returned may be deducted from the employee's paycheck. Employees may be required to sign a wage deduction authorization form for this purpose.

### **6.6. Former Employees**

Depending on the circumstances, ACSA may consider a former employee for reemployment. Such applicants are subject to ACSA's usual pre-employment procedures. To be considered, an applicant must have been in good standing at the time of their previous termination of employment with ACSA.

### **6.7. Post-Employment Inquiries**

ACSA does not respond to oral requests for references. In the event an employee's employment with ACSA is terminated, either voluntarily or involuntarily, ACSA may be able to provide a reference to potential employers only if the employee has completed and signed a release form.

Employees of ACSA should not under any circumstances respond to any requests for information regarding another employee unless it is part of their assigned job responsibilities. Employees who receive requests for information regarding other employees should forward those requests to their supervisor who should then forward them to the Director of Human Resources.

## **7. Workplace Policies**

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### **7.1. Communications**

Successful working conditions and relationships depend upon successful communication. Not only do employees need to stay aware of changes in procedures, policies and general information, employees also need to communicate their ideas, suggestions, personal goals or problems as they affect their work. In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, employees should make certain they are aware of and utilize all ACSA methods of communication, including this Employee Handbook, bulletin boards, discussions with the memoranda, staff meetings, newsletters, training sessions, and company e-mail and intranet.

Employees will receive other information booklets, such as their insurance booklets, from time to time. Employees may take these booklets home so that their family may know more about their job and benefits.

In addition, employees may receive letters from ACSA. There is no regular schedule for distribution of this information. The function of each letter is to provide employees and their families with interesting news and helpful information that will keep them up-to-date on the events here at ACSA

### **7.2. Computer Software (Unauthorized Copying)**

ACSA does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U S Code states that "it is illegal to make or distribute copies of copyrighted material without authorization" (Section 106). The only exception is the users' right to make a backup copy for archival purposes (Section 117).

The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless the manufacturer does not provide a backup copy. Unauthorized duplication of software is a federal crime. Penalties include fines up to and including \$250,000 and jail terms of up to five years.

Even the users of unlawful copies suffer from their own illegal actions. They receive no documentation, no customer support and no information about product updates.

1. ACSA licenses the use of computer software from a variety of outside companies. ACSA does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.
2. With regard to use on local area networks or on multiple machines, ACSA employees shall use the software only in accordance with the software publisher's license agreement.
3. ACSA employees learning of any misuse of software or related documentation within the company must notify the IT Manager immediately.

4. According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages and criminal penalties, including fines and imprisonment. ACSA employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include termination.

### **7.3. Computers, Electronic Mail, and Voice Mail Usage Policy**

ACSA makes every effort to provide the best available technology to those performing services for ACSA. In this regard, ACSA has installed, at substantial expense, equipment such as computers, electronic mail, and voice mail. This policy is to advise those who use our business equipment on the subject of access to and disclosure of computer stored information, voice mail messages and electronic mail messages created, sent or received by ACSA's employees with the use of ACSA's equipment.

This policy also sets forth policies on the proper use of the computer, voice mail, and electronic mail systems provided by ACSA.

ACSA property, including computers, electronic mail and voice mail, should only be used for conducting company business.

Incidental and occasional personal use of company computers and our voice mail and electronic mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages, as described below.

The use of the electronic mail system may not be used to solicit for commercial ventures, religious or political causes, outside organizations, or other non-job related solicitations. Furthermore, the electronic mail system is not to be used to create any offensive or disruptive messages. Among those which are considered offensive, are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability. In addition, the electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.

Although ACSA provides certain codes to restrict access to computers, voice mail and electronic mail to protect these systems against external parties or entities obtaining unauthorized access, employees should understand that these systems are intended for business use, and all computer information, voice mail and electronic mail messages are to be considered as company records.

ACSA also needs to be able to respond to proper requests resulting from legal proceedings that call for electronically-stored evidence. Therefore, ACSA must, and does, maintain the right and the ability to enter into any of these systems and to inspect and review any and all data recorded in those systems. Because ACSA reserves the right to obtain access to all voice mail and electronic mail messages left on or transmitted over these systems, employees should not assume that such messages are private and confidential or that ACSA or its designated representatives will not have a need to access and review this information.

Individuals using ACSA's business equipment should also have no expectation that any information stored on their computer - whether the information is contained on a computer hard drive, computer disks or in any other manner - will be private

ACSA has the right to, but does not regularly monitor voice mail or electronic mail messages. ACSA will, however, inspect the contents of computers, voice mail or electronic mail in the course of an investigation triggered by indications of unacceptable behavior or as necessary to locate needed information that is not more readily available by some other less intrusive means.

The contents of computers, voice mail, and electronic mail, properly obtained for some legitimate business purpose, may be disclosed by ACSA if necessary within or outside of ACSA.

Given ACSA's right to retrieve and read any electronic mail messages, such messages should be treated as confidential by other employees and accessed only by the intended recipient.

ACSA's Chief Executive Officer or Chief Operating Officer will review any request for access to the contents of an individual's computer, voice mail, or electronic mail prior to access being made without the individual's consent.

With respect to electronic mail in particular:

- It is the employee's responsibility to manage the size of their own mailbox. Users whose e-mailboxes exceed the allocated storage limit will be denied further e-mail access until compliance is arranged.

Note: The limit for a mailbox is set at 50MB. Warning will automatically be provided as the mailbox reaches intermediate size to assist in the management of the e-mail storage.

- E-Mails that must be retained, should be copied to the local drive or other storage media and once verified as retrievable copies, deleted from the e-mail system.
- Outlook Personal Files (files in the .pst format which is the native format of Outlook) should never be saved on the network unless specifically directed to do so by the IT staff. Any .pst files saved on the network without authorization will be deleted immediately. Also, the Archiving feature of Outlook should not be relied on for managing e-mail storage. The Archiving function creates a .pst file and is therefore subject to the same problems. It can cause loss of e-mails and severe performance issues.
- The e-mail accounts of terminated employees will immediately be disabled upon termination and then completely deleted from the system one month from the effective date of the termination.
- Files larger than 10 Megabytes will not be transmitted over the e-mail system as an attachment. Transfer of files of this size causes undue interruption to other network

transmissions These files should be placed in a dedicated or Public Drive available for use

- Transmission of personal messages (especially those with photo attachments) should be limited to hours other than normal working hours.

Any employee who violates this Computer, Electronic Mail and Voice Mail policy may be subject to discipline, up to and including termination.

#### **7.4. Personal Digital Assistant (PDA) and Cell Phone Use Policy**

ACSA will provide a PDA device to the individuals occupying the following positions:

- Chief Executive Officer
- Chief Operating Officer
- Chief of School Operations
- Principal
- Assistant Principal
- Director of Curriculum
- Director of Exceptional Student Services
- Business Manager (Directors of Operations, IT, HR, Finance, & Security, Procurement Manager, Communications Manager, Controller, Financial Analyst)

ACSA will provide a cell phone to the individuals occupying the following positions:

- Security Counselor

The PDA device or cell phone is the property of the ACSA and should be cared for. If the device is broken or damaged by the employee, the amount to replace the device will be deducted from the paycheck of that employee

The PDA device or cell phone should be used for ACSA business only This device is provided to you to ensure that you are reachable by other ACSA personnel for any ACSA matter during business and off-business hours.

There are 1000 minutes allocated per month for each of the individual having the PDA device or cell phone. It is the responsibility of each of these individuals to manage within the allocated minutes

The PDA device and cell phone must be returned to ACSA upon termination of employment, no matter the reason for leaving ACSA If the device is not returned, its replacement cost will be deducted from the final paycheck

#### **7.5. Policy on Internet Use and Software Downloading**

This policy defines the proper employee use of the ACSA Internet Access and the procedures for handling software download opportunities.

- While using the Internet, respect the privacy of others and do not intentionally obtain copies, modify files, passwords or data that belong to others. Do not represent yourself as someone else by using another's account. Do not forward personal material without prior consent. Do not use language that is abusive, profane or offensive.
- When using items from the Internet, respect the legal protection provided by copyright licenses to programs, books, articles and data.
- When offered links to material on the Internet, do not follow the links unless you are aware of the origin of the message. Do not download software upgrades or suspect attachments without contacting the IT department beforehand. Software upgrades often are not adequately tested and can introduce incompatible code making the existing system unstable. Attachments may contain viruses or malicious code that can compromise the security of the in-house system.
- While using the Internet, adhere to existing Federal and State laws regarding electronic communication. This includes regulations re: accessing information without authorization, giving passwords out to others or causing a system to malfunction. These laws carry both civil and criminal penalties.
- Do not access material that is fraudulent, harassing, sexually explicit, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability or other characteristic protected by law)

Employees who are in doubt as to the protocol and risks involved in using the Internet or in downloading software upgrades offered on the Internet should contact the IT Manager.

## **7.6. Dress Code and Personal Appearance**

The appearance of ACSA's employees is very important in presenting a neat, clean and professional environment. Wearing acceptable clothing and proper grooming are necessary to maintain professional standards.

Employees who appear for work inappropriately dressed will be sent home and directed to return to work in proper attire. Under such circumstances, employees will not be compensated for the time away from work.

## **7.7. Drug-Free Workplace Policy**

ACSA is committed to providing a safe workplace and encouraging good worker health. For this reason, ACSA strictly prohibits the use, possession, manufacture, distribution, dispensation, or sale of illegal drugs or alcohol on ACSA premises, in ASCA-supplied vehicles, during working hours, and after working hours at ACSA sponsored events.

Additionally, ACSA requires its employees to submit to drug and/or alcohol testing in certain circumstances. Specifically, employees may be required to submit to drug and/or alcohol testing in the following circumstances.

- Post-offer/Pre-employment Testing. Certain categories of employees will be required, as a condition of employment, to submit to a post-offer/pre-employment drug and/or alcohol test before beginning their job duties.
- Reasonable Suspicion Testing. ACSA will request that an employee be tested if it determines based on a reasonable and articulable belief that the employee is using drugs or alcohol after direct observation of specific, contemporaneous physical, behavioral, or performance indicators of probable use

Pursuant to this policy, any employee who is convicted under any criminal drug statute is required to inform ACSA within five days after the conviction.

Employees who are convicted under any criminal drug statute, who refuse to be tested, whose tests results are verified positive for drugs and/or alcohol, and/or who failed to comply with this Drug Free Workplace Policy will be immediately removed from duty and be subject to disciplinary action, up to and including termination. Additionally, ACSA reserves the right to suspend without pay any employee arrested for violating any criminal drug statute pending a determination regarding the employee's culpability

Under certain circumstances, ACSA will consider continuing the employment of an employee who has violated a substance abuse rule on a one time only basis, or of an employee who has volunteered that he/she has a substance abuse problem, provided the employee has entered into an approved treatment or counseling program. A determination of continued employment will be based upon consideration of the rule violated, the specific circumstances involved, as well as the employee's overall work record. A second rule violation will result in automatic employment termination.

Employees who enter into a drug or alcohol treatment or a counseling program may, at the employer's discretion, be required to comply with more stringent testing or other requirements than found in this policy

## **7.8. No Solicitation/Distribution Policy**

Non-employee visitors have a limited right of access to ACSA's facilities and should only be on ACSA property for purposes directly related to their children's education. Visitors who are not visiting for the purpose of directly dealing with their child should report to the Principal or Business Office and will only be allowed visitation for purposes of proper sales or maintenance and repair. Exceptions to this policy can be obtained only through administrative approval to non-employee representatives of a limited number of charitable non-profit organizations

Employees may not engage in solicitation or in the distribution of literature during working time in working areas. Working time means the period scheduled for the performance of job duties, not including meal times, break times, or other periods when employees are properly not engaged in performing work-related duties. Employees on their meal times, break times, or other non-working times may not solicit or distribute literature to other employees during the working time of such employees



Bulletin boards on employer property are to be used for official purposes only to notify employees about information approved in advance by management. Only those management employees designated by ACSA, may post material on, or remove material from, official bulletin boards.

### **7.9. Cash Receipts**

All cash received, with the exception of the cafeteria, must be accounted for and received by the staff appointed by the Director of Finance, on a daily basis. Numerical teacher's receipt books are provided. *No cash should be left in the facility area(s) of the school.*

### **7.10. Expense Reimbursement**

Employees must have written authorization (by way of a requisition document approved by the Director of Finance) prior to incurring an expense on behalf of ACSA. School-based staff reporting to a principal should send a requisition document to the principal, who will forward it to the Director of Finance. Principals and non-school based staff should send a requisition document directly to the Director of Finance. Any commitment made by an employee without prior approval will be considered a personal expense and not authorized to be paid with school funds. To be reimbursed for all authorized expenses, you must submit an expense report accompanied by receipts and the Director of Finance must approve it. Expense report forms will be made available after a requisition document has been approved. Please submit expense reports within one week of incurring authorized expenses. In order for ACSA to keep records and accounting accurate and current, expense reports older than three months old may not be honored.

Subject to prior approval by the Director of Finance as discussed above, the following procedures provide for reimbursement of authorized employee and Board of Trustees expenses incurred on behalf of ACSA for

- Food (excluding alcoholic beverages)
- Lodging
- Transportation
- Expenses for the conduct of ACSA meetings and events

All expense reimbursements are contingent on production of actual receipts and filing appropriate forms. Travel expenses will be reimbursed by payment of actual lodging expenses and actual meal expense within the following limits:

- Breakfast: Up to \$10.00 + gratuity
- Lunch. Up to \$12.00 + gratuity
- Dinner: Up to \$20.00 + gratuity

The above listed limits may be exceeded within reason provided the daily total does not exceed a combined \$42.00 plus gratuity. Gratuity for satisfactory service is normally fifteen (15) percent. For individual trips involving unusual circumstances, the Chief Executive Officer or Chief Operating Officer may authorize actual reimbursement on a case-by-case basis

Approved travel arrangements for workshops/conferences should be submitted to the Director of Finance, at the latest, 35 days before the date of workshop. This is to ensure that all discounted rates are maximized and room availability guaranteed.

Reimbursement for approved travel arrangements that involve the use of an employee's personal vehicle will include mileage reimbursement according to the Internal Revenue Service optional standard mileage rates for business purposes (\$ 445 per mile for calendar 2006). This reimbursement will cover the cost of oil, gas, and wear and tear associated with the use of an employee's automobile for ACSA business purposes. Mileage reimbursement will be made only when approved in advance and only for travel outside of the normal requirements of an employee's position.

### **7.11. Tuition Assistance**

ACSA does not currently offer tuition assistance but may explore this possibility in future years.

### **7.12. Personal Use of ACSA Property**

Employees are not allowed to borrow ACSA equipment for their own personal use. In no instance may equipment be taken from the school premises without prior management approval. As an ACSA employee, you accept full responsibility for accountability, proper utilization and losses of equipment assigned to you or under your control. Employees are responsible for returning the equipment in good condition, and may be required to pay for any damages that occur as a result of improper use/loss while using the equipment.

### **7.13. Recruiting Expense Reimbursement**

ACSA will reimburse the reasonable travel expenses incurred by applicants for the positions of Chief Executive Officer and Chief Operating Officer who live or work outside of the New Orleans area.

### **7.14. Relatives**

ACSA recognizes that it may employ members of the same family. However, one family member may not directly or indirectly supervise another or process, review, or audit the work of another without written approval from the supervisor of the highest-ranking employee.

### **7.15. Violence in the Workplace Policy**

ACSA has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect ACSA or which occur on ACSA property will not be tolerated

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidating to alter the employment conditions at ACSA, or to create a hostile, abusive, or

intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on ACSA's premises, regardless of the relationship between ACSA and the parties involved.
- All threats or acts of violence occurring off ACSA's premises involving someone who is acting in the capacity of a representative of ACSA.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening an individual or his/her family, friends, associates, or property with harm.
- Intentional destruction or threatening to destroy ACSA's property
- Making harassing or threatening phone calls.
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons.

ACSA prohibition against threats and acts of violence applies to all persons involved in ACSA's operation, including but not limited to personnel, contract, and temporary workers and anyone else on ACSA property. Violations of this policy by any individual on ACSA property will lead to disciplinary action, up to and including termination and/or legal action as appropriate.

All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors.

### **7.16. School Bulletin Board Policy**

School bulletin boards are controlled/owned by the Principal of each school. Before any item may be posted on a school bulletin board, the school Principal or Assistant Principal must approve the item for posting and place their signature on it. Items posted without the signature of the Principal or Assistant Principal will be removed.

## **Appendix "A"**

### **Receipt and Acknowledgment of ACSA Employee Handbook**

Please read the following, sign below and return to your supervisor, director, or assistant principal.

#### **Understanding and Acknowledging Receipt of ACSA Employee Handbook**

I have received and read a copy of the ACSA Employee Handbook. I understand that the policies and benefits described in it are subject to change at the sole discretion of ACSA at any time.

\_\_\_\_\_  
Employee's Printed Name

\_\_\_\_\_  
Position

\_\_\_\_\_  
Employee's Signature      Date



